DOCUMENT RESUME

ED 344 622 JC 920 188

AUTHOR Seens, Paul
TITLE College of New Caledonia Three Year Plan, 1991-1994.
INSTITUTION College of New Caledonia, Prince George (British Columbia).
PUB DATE 91
NOTE 103p.
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *College Environment; *College Planning; College Role; Community Colleges; *Educational Objectives; *Educational Trends; Enrollment Projections; Foreign Countries; Futures (of Society); Graphs; *Institutional Characteristics; *Long Range Planning; Master Plans; Program Descriptions; Program Implementation; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS *College of New Caledonia BC; Environmental Scanning

ABSTRACT

In 1991, the College of New Caledonia (CNC) (British Columbia, Canada) prepared this 3-year plan representing the college's vision of the future as it attempts to meet the educational needs of the region. Identifying key opportunities open to CNC, this nine-part plan describes CNC's mission, goals, plans, and objectives. Section I provides an introduction, describing CNC's current status, as well as its planning activities and assumptions. In section II, an external environmental scan is presented, covering geography, and trends in population, education, the economy and labor market. This section also outlines activities of the University of Northern British Columbia and the Northern Colleges Consortium. Section III provides an internal environmental scan, offering information on facilities and equipment, internal relationships, inter-institutional cooperation, services to students, funding, human resource development, privatization of training, management information systems, and institutional evaluation implementation. Section IV explores college-wide goals and priorities for each of the areas covered in section III. Section V presents college plans by administrative unit, including academic programs, administration, planning and student records, resource centers, and regional campus operations. In section VI, enrollment projections are provided for current program offerings, university transfers, non-university transfers, and native programming initiatives. After section VII describes CNC's facilities, section VIII considers factors affecting implementation of the plan. Finally, an evaluation and review of the plan is offered in section IX. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED344622

COLLEGE NEW CALEDONIA

THREE YEAR PLAN
1991 - 1994

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K. Plett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

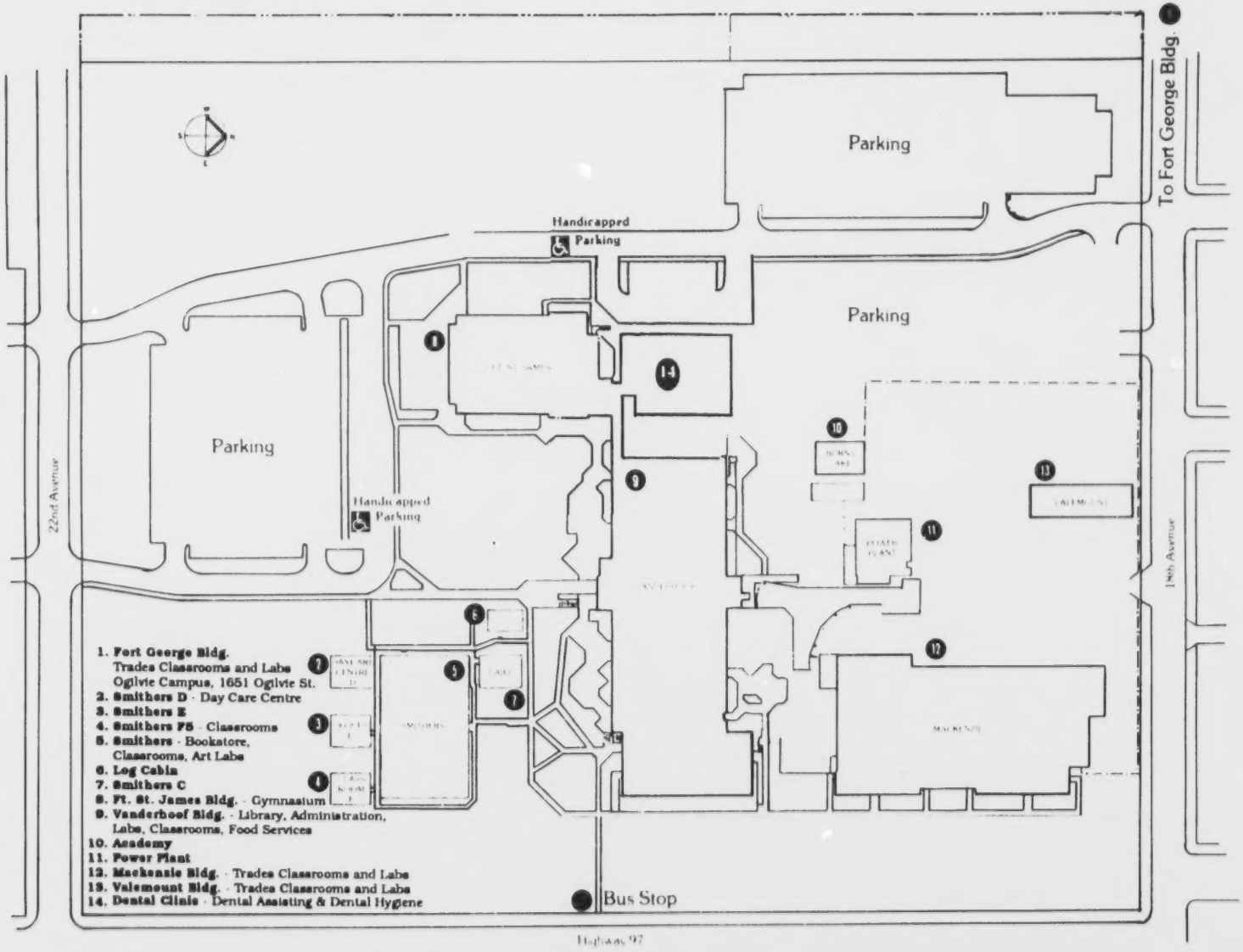
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

3330 22ND AVENUE,
PRINCE GEORGE, B.C., V2N 1P8
TELEPHONE: (604) 562-2131

JC 920 188

BEST COPY AVAILABLE

College of New Caledonia - Prince George Campus


Parking
To Fort George Bldg.
Handicapped Parking
Parking
Parking
22nd Avenue
Handicapped Parking
14th Avenue
1. Fort George Bldg. Trades Classrooms and Labs Ogilvie Campus, 1651 Ogilvie St.
2. Smithers D - Day Care Centre
3. Smithers E
4. Smithers F5 - Classrooms
5. Smithers - Bookstore, Classrooms, Art Labs
6. Log Cabin
7. Smithers C
8. Ft. St. James Bldg. - Gymnasium
9. Vanderhoof Bldg. - Library, Administration, Labs, Classrooms, Food Services
10. Academy
11. Power Plant
12. Mackenzie Bldg. - Trades Classrooms and Labs
13. Valemount Bldg. - Trades Classrooms and Labs
14. Dental Clinic - Dental Assisting & Dental Hygiene
Bus Stop
Highway 97

College of New Caledonia

Three Year Plan

1991-1994

Prepared by
Paul Seens
Planning and Student
Records Department

College of New Caledonia
3330 - 22nd Ave.
Prince George, B.C.
V2N 1P8
(604) 562-2131

TABLE OF CONTENTS

	Page
I. INTRODUCTION	1
A. CURRENT STATUS	2
1. College of New Caledonia in 1991	2
2. College Mission	4
3. Goals	4
B. PLANNING ACTIVITIES	5
1. Institutional Evaluation, 1988/89	5
2. Master Site Development Plan	6
3. College Board Retreat, 1990	6
C. PLANNING ASSUMPTIONS	7
1. Ministry Assumptions	7
2. College Assumptions	8
II. EXTERNAL ENVIRONMENT SCAN	9
A. GEOGRAPHY	9
B. POPULATION	11
C. EDUCATION	16
1. Secondary School Population	16
2. Transition to Post-Secondary	17
3. College of New Caledonia Student Population	24
4. Transfer to University	33
5. Occupational Student Outcomes	35
6. Literacy and Educational Attainment	36
D. ECONOMY AND LABOUR MARKET	39
1. Provincial Economy	39
2. Regional Economy	40
3. Labour Market	44
E. UNIVERSITY OF NORTHERN BRITISH COLUMBIA/NORTHERN COLLEGES CONSORTIUM	52
1. UNBC Program and Course Offerings	52
2. Co-operative Programming and Ventures	53
3. Program Laddering and Residency Requirements	53
III. INTERNAL ENVIRONMENT SCAN	54
A. FACILITIES AND EQUIPMENT	54
B. INTERNAL RELATIONSHIPS	54
C. INTER-INSTITUTIONAL COOPERATION	54
D. SERVICES TO STUDENTS	55
E. FUNDING	55
F. HUMAN RESOURCE DEVELOPMENT	55
G. PRIVATIZATION OF TRAINING	56
H. MANAGEMENT INFORMATION SYSTEMS	56
I. INSTITUTIONAL EVALUATION IMPLEMENTATION	56
IV. COLLEGE-WIDE GOALS & PRIORITIES	57
A. FACILITIES AND EQUIPMENT	57
B. INTERNAL RELATIONSHIPS	57
C. INTER-INSTITUTIONAL COOPERATION	57
D. SERVICES TO STUDENTS	57
E. FUNDING	58
F. HUMAN RESOURCE DEVELOPMENT	58
G. PRIVATIZATION OF TRAINING	58
H. MANAGEMENT INFORMATION SYSTEMS	58
I. INSTITUTIONAL EVALUATION IMPLEMENTATION	58

Page

V. PLANS BY ADMINISTRATIVE UNIT 59
A. ACADEMIC PROGRAMS 59
1. Division of Business 59
2. Division of Dental Studies 60
3. Division of Nursing 60
4. Division of Technologies 61
5. Division of University Transfer Arts 61
6. Division of University Transfer Sciences 62
7. Division of Human Service Programs 63
8. Division of College Foundations 64
9. Division of Trades 64
B. ADMINISTRATION 65
1. Financial Services 65
2. College Store 65
3. Purchasing 66
4. Building Services 66
5. Computer Services 66
6. Human Resources 67
C. PLANNING AND STUDENT RECORDS 68
1. Counselling and Student Advising 68
2. Financial Aid and Awards 69
3. Student Placement Services 70
4. Admissions, Registration and Records 70
5. Employment Skills and Co-operative Education 71
6. Planning and Institutional Research 71
D. RESOURCE CENTRES 72
E. REGIONAL CAMPUS OPERATIONS 73
1. Lakes District (Burns Lake Campus) 73
2. Mackenzie 74
3. Nechako (Vanderhoof Campus) 75
4. Quesnel 76
VI. ENROLMENT PROJECTIONS 77
A. CURRENT PROGRAM OFFERINGS 77
B. UNIVERSITY TRANSFER PROJECTIONS 81
C. NON-UNIVERSITY TRANSFER PROJECTIONS 82
D. ENROLMENT PROJECTIONS 85
E. NATIVE PROGRAMMING INITIATIVES 90
VII. FACILITIES 91
VIII. PLAN IMPLEMENTATION 92
IX. EVALUATION AND REVIEW OF THE PLAN 93
A. ACADEMIC COUNCIL 93
B. PROGRAM REVIEW 93
C. FOLLOW-UP STUDIES 94
D. DATABASE DEVELOPMENT 94
E. INSTITUTIONAL EVALUATION IMPLEMENTATION COMMITTEE 94
F. ANNUAL REVIEW 94

Index 95

I. INTRODUCTION

The College of New Caledonia is pleased to present this plan to the Ministry of Advanced Education, Training and Technology as our vision of the future as we attempt to meet the educational needs of our region.

This plan describes our mission, goals, plans and objectives and identifies key opportunities which we believe are open to the College of New Caledonia, all within the context of the world around us as described by Deputy Minister, Mr. Gary Mullins, in his November 9, 1990 address: The Evolution of the Human Resource Development System.

> "Today we face unprecedented challenges and opportunities. The most significant package of challenges and opportunities is external to our human resource development system and relates to the interplay between two economic and social realities.
>
> First, there is an emerging consensus that the 1990's will be characterized by explosive growth in the demand for education and training of young adults and other labour force entrants and in the demand for upgrading the knowledge and skill level of the existing labour force. The changing job market, our changing society and a variety of factors such as our concern for the environment are forcing those changes.
>
> Second, there clearly is no consensus supporting explosive growth in taxes, quite the contrary. There is a general expectation that we are experiencing taxpayer resistance to tax increases and that reducing or eliminating government deficits will be necessary. There is also a concern that our changing demographics will dictate enhanced social spending in competitive social program envelopes including health care and day care. I submit that the real level of public expenditures on human resource development must be at least maintained, but exposive growth in such expenditures is an elusive dream."

This plan recognizes that education is an economic imperative and that we must have high educational standards, maintain teaching as a prestigious and valued profession, provide education and training with some practical orientation, enhance the respect of the College with our public, maintain close connections with employers and invest in ourselves through quality professional development programs.

A. CURRENT STATUS

1. College of New Caledonia in 1991

The College of New Caledonia served some 2600 Full-Time Equivalent students in 1990/91 and faces many challenges and opportunities, as it consolidates and expands its role in the B.C. Post-Secondary system.

The College's early history was both exciting and controversial. Along with the direction and support provided by the provincial government, the College owes its existence to the many dedicated individuals in the community who had the strength and vision to make the College a reality.

The beginnings were modest. Initially housed in a portable facility beside Prince George Senior Secondary School (PGSS), the College offered academic and technical courses. Classes were scheduled according to the availability of PGSS facilities, running in the evenings and on weekends. Staff, faculty, and students struggled with the limited space, and resources.

It was not long before CNC enterd the next phase of its development. In 1971, the provincial government struck an agreement for the merging of the College with the B.C. Vocational School, and the sharing of the facilities at Central Street and 18th Avenue. The portable at PGSS was moved to the new location, and the construction of a new portable was completed in 1972.

From the moment CNC opened its doors, enrolment increased at a dramatic rate. Programs continued to expand, with course offerings in University Transfer, Fine Arts, Vocational/Occupational, Adult Basic Education, Career Technical and Continuing Education. By 1974, the College had clearly outgrown its facilities. The provincial government than approved funding for the construction of a new facility. The external structure was completed in 1977, and as construction progressed, instructional areas were gradually relocated until the facility's completion in 1982. This facility has now reached capacity, and additional space is required if the College is to serve the demands of an increasingly dynamic and aware regional population.

Despite the many challenges encountered during its development, CNC never lost sight of its unwavering commitment to quality education for the communities of the Central Interior.

a) Prince George Campus

As the main campus for the College, Prince George serves approximately 88% of all Full-Time Equivalent Students, although this percentage is declining as other campuses expand and diversify their programming. The main campus is now at operational capacity and is in need of expansion.

Function One Full-Time Equivalent Students in 1990/91 totalled 2157.3, of which 281.2 were in ABE, 549.3 in Career/Technical, 805.5 in University Transfer and 521.3 in Vocational/Apprenticeship program areas.

b) Nechako Campus

The Nechako campus, the first CNC regional office, has served the communities of Vanderhoof, Fort St. James, Fraser Lake and other smaller communities in the area since 1975. Courses offered by the campus include the full range of CNC programs (excluding Health Sciences), from Adult Developmental Education to University Credit. A variety of professional development and general interest courses are also offered. Three Community Advisory Committees have recently been established, playing a major role in ensuring the campus responds to the educational needs of the region.

Function One Full-Time Equivalent Students in 1990/91 totalled 56.8, of which 14.4 were in ABE, 4.2 in Career/Technical, 5.3 in University Transfer and 32.9 in Vocational program areas.

c) Lakes District

The Lakes District campus, established in 1976, is centred in Burns Lake, and brings educational opportunities to the surrounding communities. In addition to Adult Developmental Education, Business Administration, Vocational and University Credit programs, the Lakes District campus also offers a variety of specially funded employment and life skills training courses. Efforts are currently underway to move this operation to more suitable and permanent facilities.

Function One Full-Time Equivalent Students in 1990/91 totalled 69.5, of which 27.7 were in ABE, 6.6 in Career/Technical, 8.0 in University Transfer and 27.2 in Vocational program areas.

d) Mackenzie Campus

In 1978, a tripartite agreement between CNC, the Town of Mackenzie, and School District No.57 led to the establishment of the Mackenzie campus. It has since evolved and expanded considerably, and is now totally operated by the College. The Campus offers regular programming and specializes in computer and office skills training.

Function One Full-Time Equivalent Students in 1990/91 totalled 36.1, of which 18.9 were in ABE, 3.5 in Career/Technical and 13.7 in Vocational program areas.

e) Quesnel Campus

The Quesnel campus, the largest of CNC's regional operations, has experienced significant growth since its establishment in 1981, and most notably over the past three years, with the introduction of new Career/Technical and University Transfer programs. To accomodate this growth, facilities were renovated and expanded in 1989. The campus offers courses in Adult Developmental Education, Business Administration, Nursing, Vocational Training, and University Credit. In respecting an agreement reached with the local school board, the campus does not offer general interest courses.

Function One Full-Time Equivalent Students in 1990/91 totalled 143.2, of which 51.0 were in ABE, 37.4 in Career/Technical, 34.9 in University Transfer and 19.9 in Vocational program areas.

2. College Mission

In December 1990 the College Board directed that the College Mission and Goals Statement be reviewed. A Task Force was established in January 1991 and, after a wide consultative process, a mission statement was recommended to the Board for acceptance in July 1991. The Mission Statement recommended to the Board and accepted at the July 1991 Board meeting follows:

> "The College of New Caledonia, as a comprehensive community college, provides access to life-long learning and facilitates the achievement of personal and educational goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programmes and promote the success of every student."

3. Goals

It is intended that the goals of the College will be reviewed in light of the new Mission Statement and the changing circumstances. A set of goals will be recommended to the Board by the end of the Fall 1991 semester. While the outcome from the goals review could change the current goals statement, it is instructive to note the ten goals that presently guide the College:

Goal #1 - Mission and Role of CNC
To provide leadership in developing and delivering a cost effective, comprehensive array of programmes in cooperation with other post-secondary institutions, responsive to the social, economic and cultural needs of the community in a professional teaching, learning environment that fosters the development of the total student.

Goal #2 - Student Life and Services
To improve the quality of student life by expanding and improving student support services to ensure a user friendly environment, through active involvement of students in College affairs and by providing sports, cultural and recreational activities, student residences, counselling and other appropriate services.

Goal #3 - College Profile in the Region
To establish the unique identity of CNC by providing a respected, state of the art, post-secondary education, serving the north central interior.

Goal #4 - Quality Education
To provide quality relevant education for CNC students.

Goal #5 - Role and Relationship with UNBC
To ensure the provision of expanded access for all students while maintaining the traditional role of CNC and by providing new opportunities by jointly planning and implementing new programmes with the University of Northern British Columbia and other colleges.

Goal #6 - Funding
To acquire adequate funding for operating, capital equipment and facilities to ensure the College is able to respond to the on-going and emerging education and training needs of the adult population of this region.

Goal #7 - Programme Expansion
To identify and offer education and training programmes that meet the on-going and ad hoc needs of the community.

Goal #8 - Professional Development
To promote professional development activities based on the identified needs of support staff, faculty, administrators, and Board members.

Goal #9 - Physical Facilities
To provide high quality programmes to students in high quality facilities using the latest instructional equipment.

Goal #10 - College Environment/Labour Relations
To create and maintain more harmonious employer-employee relationships in which all constituent groups work together to enhance the teaching/learning environment and to eliminate work disruptive techniques.

B. PLANNING ACTIVITIES

1. Institutional Evaluation, 1988/89

In 1988/89, the College conducted a comprehensive Institutional Evaluation, based on Ministry guidelines and with the involvement of all levels of the organization and greater community. A 2-volume internal report was issued in June/89. This was followed by an External Team review and report in Fall/89.

As a next step in the process, in Feb/90 the College Board established an Implementation Committee, to ensure that all of the recommendations made during the Evaluation were adequately addressed.

Internal and External Team reports included a total of 102 separate recommendations, broadly grouped into the following major topic areas:

- Marketing
- Advisory Committees
- Board Access & Structure
- Course Range
- Internal Communications
- Internal Organization & Coordination
- College Goals
- Facilities & Equipment
- Faculty, Instructional & P.D. Issues
- Program Evaluations (as per Ministry guidelines)
- Support Services Evaluations (as per Ministry guidelines)
- The Institutional Evaluation Process.

The Implementation Committee, which contains Administrative, Faculty, Support Staff, and Student representatives in equal number, has been monitoring progress in these areas through regular joint meetings with the College Administration, updates to the general College community, and ongoing progress reports to the Board.

The Committee's most recent report to the Board in Sept/91 noted that 35% of the recommendations had now been successfully addressed, while another 40% had received some attention and 25% had not yet been addressed. Significant progress was reported in areas such as Marketing (Open House), Board access (in-camera meetings), Internal Organization (academic reorganization), College Goals (Mission statement), Facilities (Master Facilities Plan), Faculty issues (such as Professional Development funding), and Program Evaluations (new model adopted March/91).

The Implementation Committee plans to continue to monitor progress in these areas until the next Institutional Evaluation takes place (tentatively in 1993/94). In terms of institutional emphasis and planning, the 88/89 Institutional Evaluation has played a major role in shaping the direction of the College and is expected to continue to be a driving force as the College deals with the issues.

2. Master Site Development Plan

In late November 1990, upon a request by the College of New Caledonia, the Ministry of Advanced Education, Training and Technology provided a grant to CNC to enable the College to develop a Master Plan. The Master Plan was to provide a projection of student population, programme and facility needs to the year 2000. A major planning premise was to take into account the future relationships and impacts of the University of Northern British Columbia.

Resources Planning Group of Vancouver was retained to do the planning. The methodology employed was highly consultative. The planning exercise required a high degree of participation by faculty, support staff and administration. The public was involved through a series of meetings held with representatives of all advisory committees. Thus, the outcomes of this study have the expert opinions of professional planners, input from the internal College community, and input of the public through the College Advisory Committee structure. A Master Site Development Plan resulted from this process.

The Master Site Development Plan contains a statement of the long term scope of programmes and services that CNC is to provide in the future and develops enrollment projections for each programme area. The Master Plan then translates these projections into physical resource requirements by programme area. In addition, the present site and facilities were evaluated for the purpose of defining constraints and opportunities to be considered in developing the Master Plan. The Plan also indicates appropriate locations for future expansion to house Student Residences and an Athletes and Students' Recreation Facility.

The enrolment projections developed through the consultative process that was used in the development of the Master Site Development Plan have been used in the development of this Three Year Plan. Similarly, the assumptions used in the Master Site Development Plan have also been used as they are current and reflect a broad range of College thinking.

3. College Board Retreat, 1990

In late 1990, the College of New Caledonia Board and Senior Administration held a three day retreat to review the College and identify opportunities for the future. General areas of discussion, which focussed on trends, strengths and barriers, included: Prince George and Region; College Staff and Faculty; Curriculum and Instruction; College Students; Board and Administration; and College Operations. From these areas of discussion, several themes emerged which are in the forefront of current operations and will provide areas of emphasis in the future:

- Mission and Role of CNC
- College Profile in the Region
- Quality Education
- Role and Relationship with UNBC
- Funding
- Programme Expansion
- Professional Development
- Physical Facilities
- College Environment/Labour Relations

C. PLANNING ASSUMPTIONS

1. Ministry Assumptions

The following assumptions have been reproduced from a list of priorities prepared by Deputy Minister, Mr. Gary Mullins, as distributed by Assistant Deputy Minister, Mr. Shell Harvey on September 10, 1990.

The three major government priorities are:

1. Economy - The government believes that metropolitan area economies are strong, but growth must be managed effectively and that non-metropolitan area economies will require more aggressive support. The aim of government is to achieve a balanced budget through the business cycle.

2. Education - The government will continue its implementation of the "Access For All" initiative, including university/community college partnerships in the regions and expansion of academic programs. The government is committed to training and skills development to help the unemployed and employed adjust to the changing requirements of the knowledge economy. Furthermore, it will continue to implement the Sullivan Report and through its endorsement of the Halifax Declaration on Science and Technology, the government is committed to enhance the scientific and technological base of British Columbia. The government is supportive of moving toward a national Research and Development spending target of 2.5 percent of Gross National Product by the year 2000.

3. Environment - The government will focus on managing the conflicting demands between the needs of the economy and the need for a safe and clean environment and will do so within a "sustainable development" context.

In addition to these specific government priorities, there are a number of themes underlying the government's social programs. These themes are:

1. Independence - All programs strive to support the independence of the individual.

2. Community Based Service - Where feasible, programs should be delivered on a community basis, rather than directly by government.

3. Targeted Initiatives - Efforts are being made to focus programs sharply, rather than to rely on broader based programs.

4. Efficiency and Effectiveness - Every ministry is striving to ensure that each program under its jurisdiction is using its resources efficiently and is effective in meeting the program objectives.

2. College Assumptions

a) The College receives adequate operating and capital funds to continue its present level of activity.

b) The University of Northern British Columbia opens in September 1993 and proceeds in its development as articulated to this date. Most notably this includes the arrangement for 1st and 2nd year courses to remain on college campuses and the introduction of laddered programmes.

c) The property identified for main campus expansion and for a change of facility in Burns Lake is secured by the College.

d) The Master Site Development Plan (1991) with its planning assumptions and enrolment projections is accepted and funded.

II. EXTERNAL ENVIRONMENT SCAN

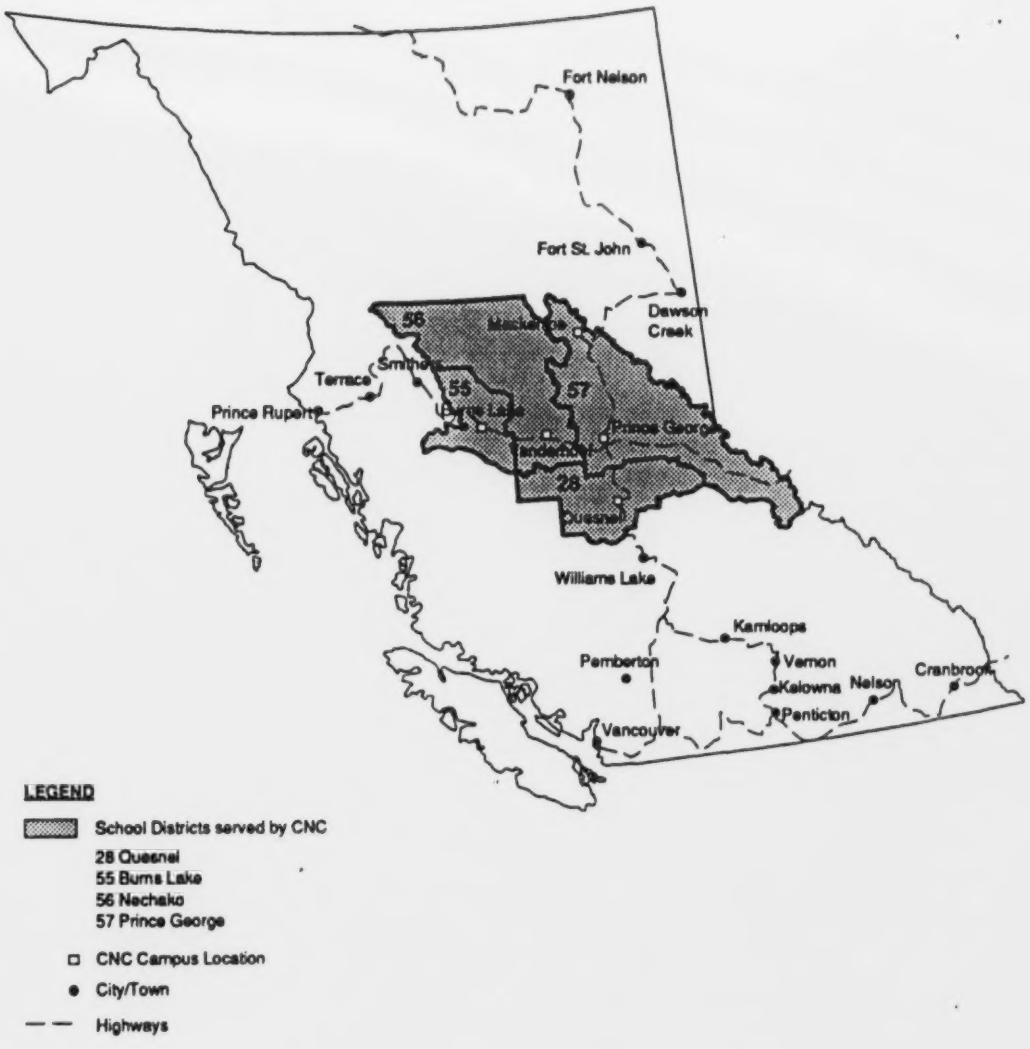
A. GEOGRAPHY

The College of New Caledonia serves a region of approximately 117,500 sq. km. in British Columbia's Central Interior covering 12% of the area of the province. The geographical area of the four school districts shown in *Figure 1* is the region the College serves. The region itself is centered upon the Nechako Plateau, dissected by the Fraser and Nechako Rivers and many long narrow lakes. Three sides of the region are surrounded by mountains, while the fourth side merges into the Fraser and Thompson plateaus.

The Nechako Plateau lies between 900 and 1200 metres above sea level resulting in a northern continental climate. Its winters are cold and the snowfall is moderate. Winds from the Pacific bring variable weather and overcast skies during both the summer and winter.

Most of the people in the region dwell principally in the cities and small towns. The largest population center is Prince George and this is where the College's main campus is located. However, other College campuses are located in Mackenzie, Burns Lake, Vanderhoof and Quesnel. The College has also entered into a co-operative venture with the Canoe/Robson Educational Development Association to service McBride and Valemount.

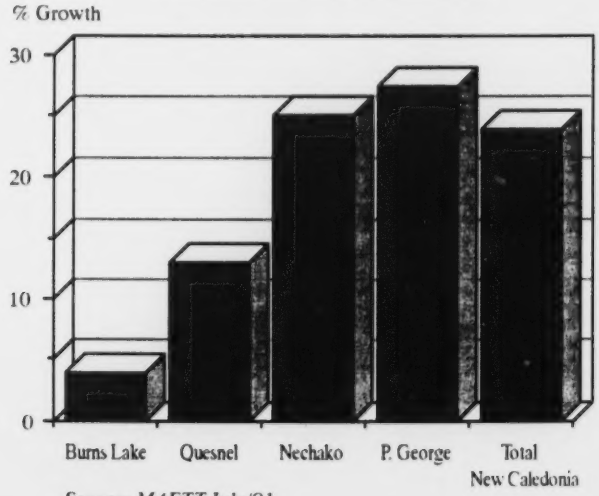
Figure 1
School Districts Served by the College of New Caledonia



B. POPULATION

Within the College of New Caledonia region, major population growth is projected to occur in the Prince George and Nechako areas. Overall population growth is projected at about 24%.

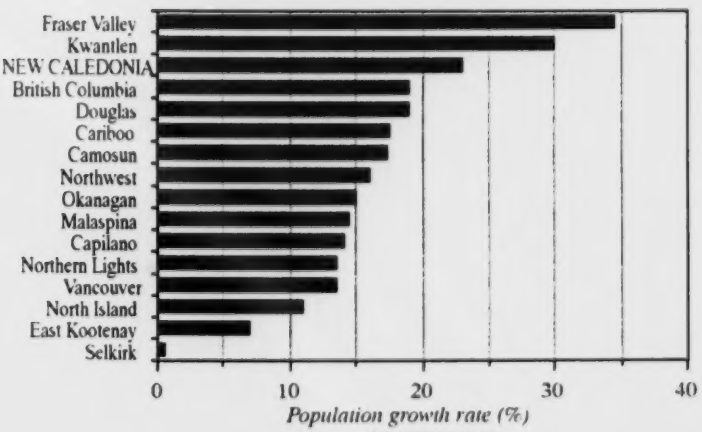
Projected Population Growth Rates 1991-2001 for New Caledonia College Region



Source: MAETT July/91

The overall projected population growth of 24% is the third highest of any college region in the province.

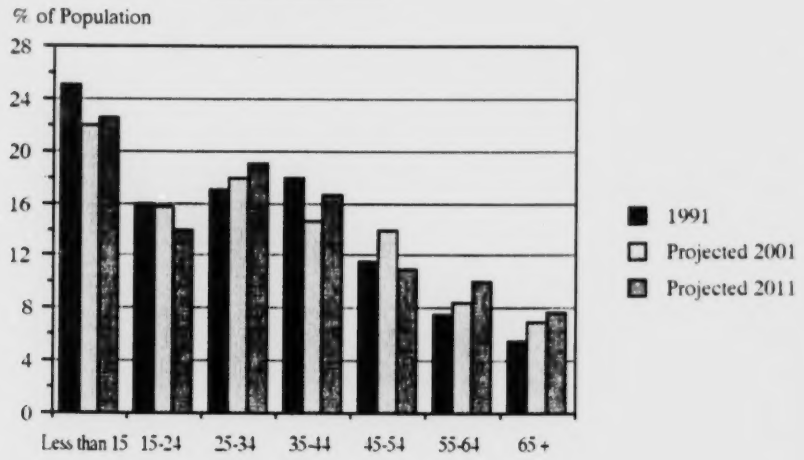
Projected Population Growth Rates 1991-2001 for all College Regions



Source: MAETT July/91

While the population of the College of New Caledonia region will age in keeping with provincial and national trends, it will remain dominated by the younger age cohorts.

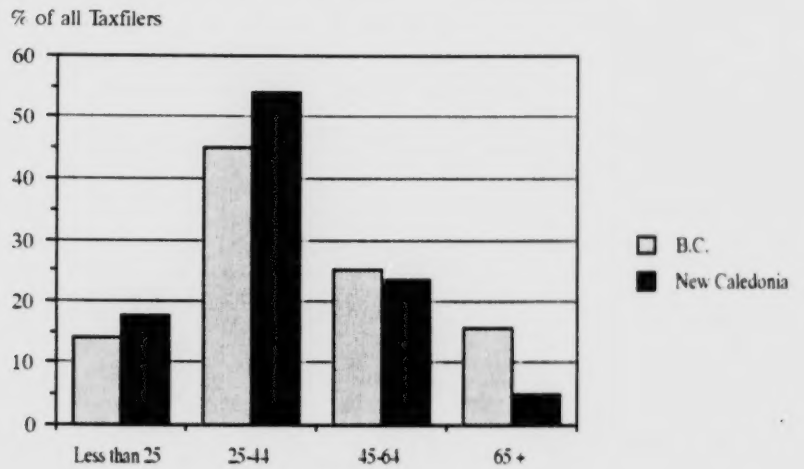
Age Distribution of New Caledonia College Region Population 1991, 2001, 2011



Years of Age
Source: MAETT July/91

The adult population is significantly younger in terms of distribution than in B.C. as a whole.

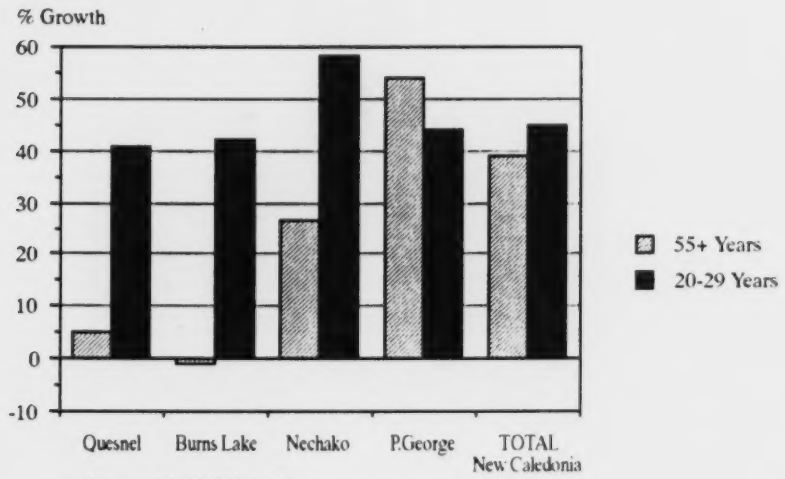
Age Distribution of All Taxfilers, New Caledonia & B.C., 1988



Years of Age
Source: MAETT July/91

While the current adult population is younger than provincial averages, it can also be expected to remain so in terms of growth cohorts in the future.

Projected Population Growth Rates 1991-2001
Selected Cohorts - New Caledonia College Region



Source: MAETT July/91

The College of New Caledonia region is predominantly male, although the differences from provincial averages are concentrated in the older age cohorts.

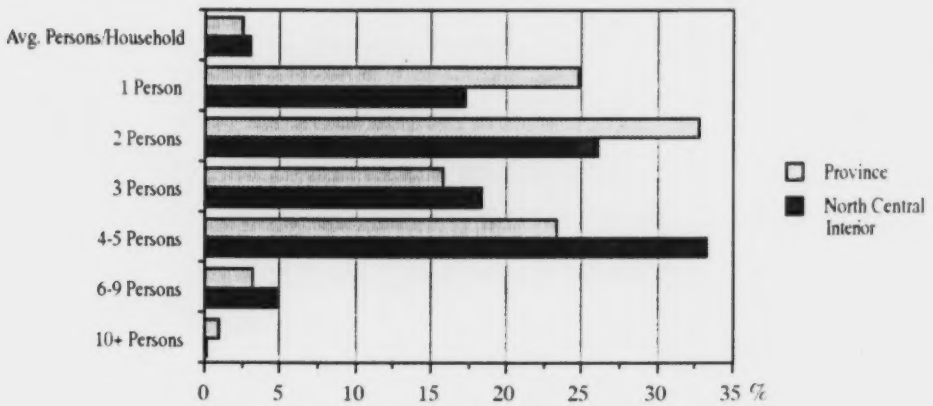
Regional and Provincial Population
Distribution by Age and Sex

	19 and Under		20-49		50 and Over	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
REGION	51.2%	48.8%	51.3%	48.7%	53.6%	46.4%
PROVINCE	51.3%	48.7%	50.1%	49.9%	46.8%	53.2%

Source: 1986 Census

Family households in the North Central Interior are larger than for the province as a whole, reflecting a higher fertility rate associated with a younger population.

Family Household Size



Source: 1986 Census

While family households are larger in the North Central Interior, they are also younger. The lower percentages of children at home in the older age cohorts may be due to the necessity of children to leave for economic or educational reasons.

Children at Home as a Percentage of Total Children at Home

	North Central Interior	Province
< 6	29.8%	26.6%
6 - 14	41.8%	37.7%
15 - 17	13.1%	13.3%
18 - 24	12.7%	17.1%
25 +	2.6%	5.3%

Source: 1986 Census

Reflecting the higher family household size in the North Central Interior, more families live in single detached dwellings than is the case for B.C. as a whole. 71.0% of family dwellings are occupant owned in the North Central Interior, as opposed to 62.2% for B.C.

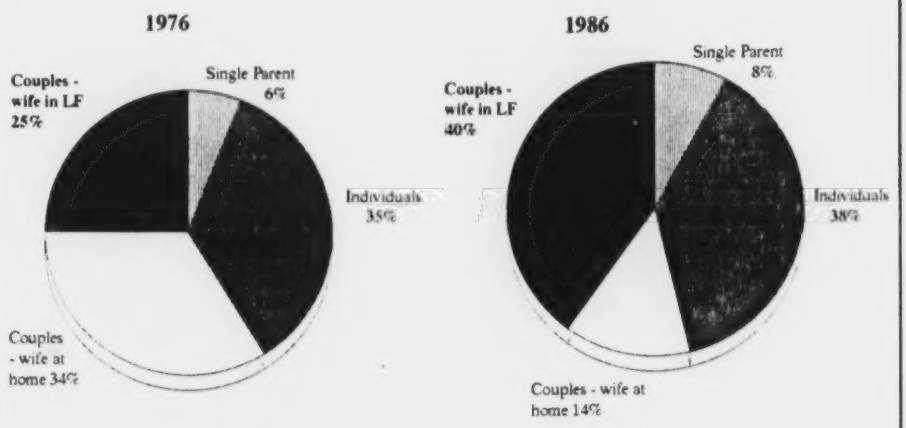
Occupancy by Dwelling Type

	North Central Interior	Province
Sincle detached	71.6%	62.5%
Apartments	.7%	5.6%
Movable	8.0%	2.7%
Others (Row, duplexes)	19.7%	29.2%

Source: 1986 Census

The provincial trend of having more couples in the labour force is also occurring in the College of New Caledonia region.

Changes in Family Composition in British Columbia



Source: Statistics Canada Census data; MAETT July/91

Secondary School students in the College of New Caledonia region report a very different distribution of mother tongues than was reported in the 1986 Census.

	1987 Survey of CNC Region Grade 12 Students		***1986 Census***	
ENGLISH	93.0%		84.4%	
OTHER	7.0%		15.6%	
	- East Indian	2.7%	- German	3.2%
	- Native Indian	1.0%	- French	1.5%
	- French	0.7%	- Ukrainian	0.9%
	- Chinese (Asian)	0.6%	- Italian	0.4%
	- German	0.5%	- Chinese	0.3%
	- Other European	1.6%	- Portuguese	0.3%
			- Other	4.5%

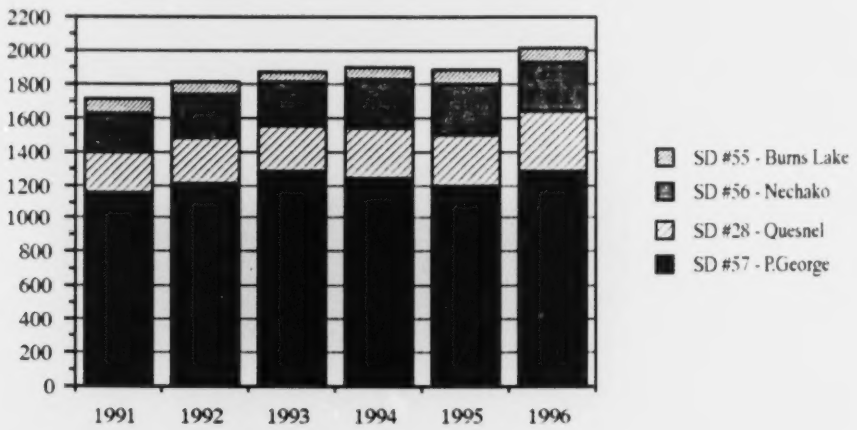
C. EDUCATION

1. Secondary School Population

While post-secondary enrolments have been increasing during a period of decline in Grade 12 enrolments, due primarily to increased participation rates and higher numbers of returning students, Grade 12 transfers to post-secondary are still the most important predictor of future enrolment.

Grade 12 enrolments in the College of New Caledonia region are predicted to increase by 18% from 1991 to 1996; from 1713 to 2017.

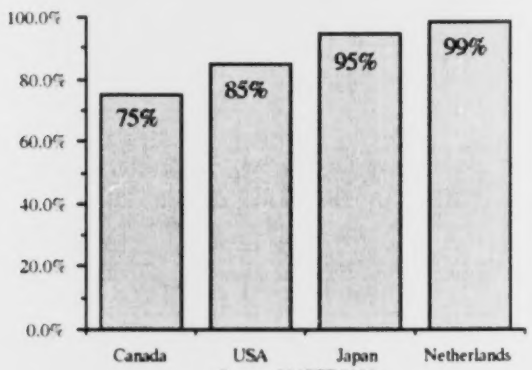
Grade 12 Student Projections - CNC Region



Source: Min. of Educ. Report 1558A, Jan 21/91

The above increases could be even larger if more students could be persuaded to stay in school from Grade 9 to Grade 12. It is estimated that one-third of males and one-quarter of females drop out of school in B.C. between Grades 9 and 12.

Proportion of 16 to 19-Year Olds Still in School



Source: MAETT 1990

While it is very important to increase the Grade 9 to 12 retention rate, it is also important that students in Grade 12 actually graduate. The University of Northern B.C. has predicted an increase in Grade 12 completion for its planning purposes.

Graduates (as a percentage of September enrolment)

School District	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
# 28	87.18	88.38	89.59	90.79	91.99	92.00	92.00	92.00	92.00	92.00
# 55	89.94	90.98	92.00	92.00	92.00	92.00	92.00	92.00	92.00	92.00
# 56	78.17	79.00	79.89	80.75	81.61	82.47	83.33	84.19	85.05	85.91
# 57	82.74	84.15	85.56	86.97	88.38	89.79	91.20	92.00	92.00	92.00

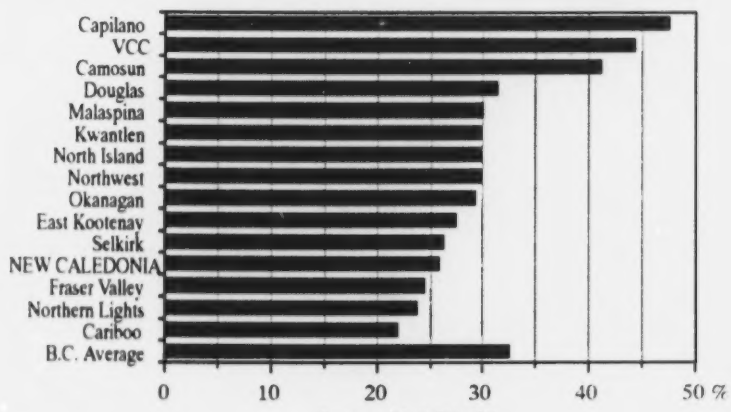
Source: Building a Future of Excellence: a University for Northern British Columbia, Volume 1, Interior University Society, 1988.

2. Transition to Post-Secondary

While the total pool of Grade 12 graduates is very important to educational planning, it has become apparent that actual transition is by far a more important factor. In a period of a declining Grade 12 student pool, post-secondary enrolments have grown, largely as a result of higher transition rates to post-secondary education.

An important overall factor affecting transition is the rate at which Grade 12 students graduate with university eligibility. Students from the CNC region have historically earned lower levels of university eligibility than is the case elsewhere.

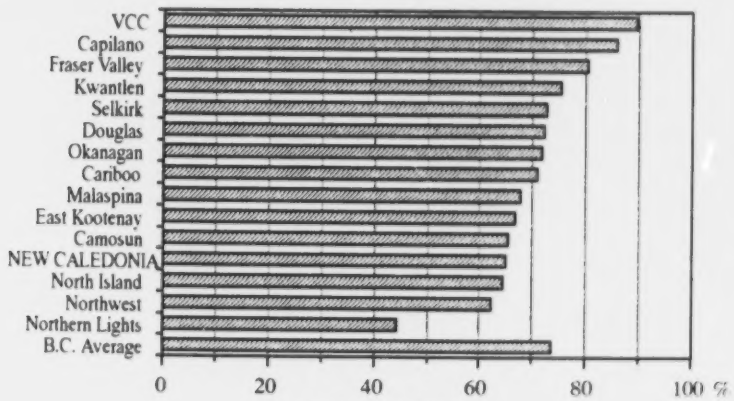
Percentage of School Graduates with University Eligibility 88/89



Source: Link File/90

Grade 12 graduates from the College of New Caledonia's region *as a whole* do not intend to pursue a post-secondary education at the same rate as elsewhere.

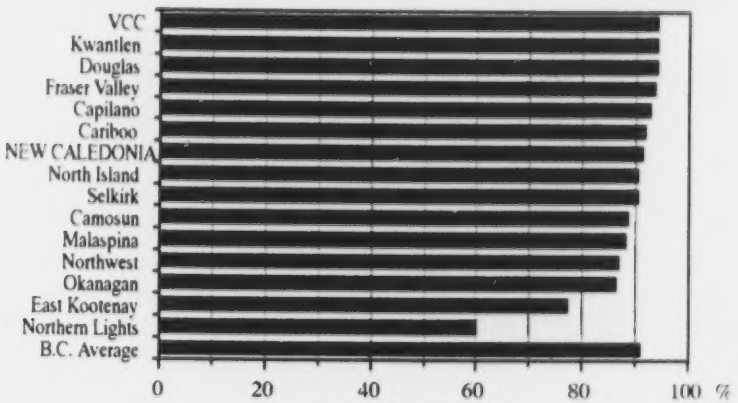
Post-Secondary Application Intentions of All Grade 12 Graduates
Post-Secondary Applications To B.C. Colleges or Universities - 1989



Source: Link File/90

Grade 12 students *with university eligibility* from the College of New Caledonia region do intend to pursue a post-secondary education at rates that are very close to provincial averages.

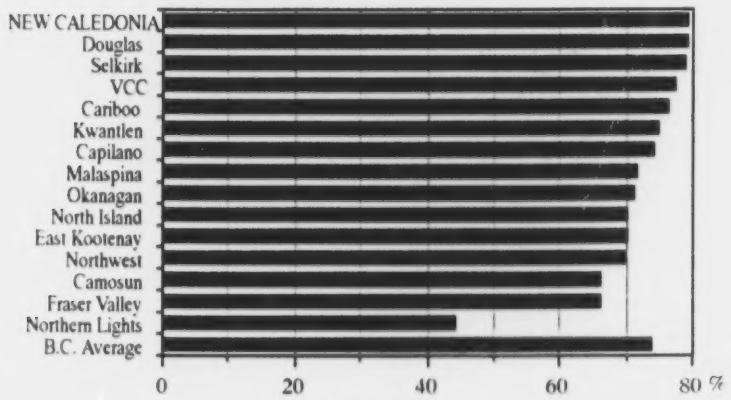
Post-Secondary Application Intentions of University Eligible Grade 12 Graduates
Post-Secondary Applications to B.C. Colleges or Universities - 1989



Source: Link File/90

From a College planning point of view, the number of university eligible Grade 12 students with post-secondary intentions who actually make the transition to post-secondary is of critical concern. In this regard, students from the College of New Caledonia region are very certain when it comes to following through on their intentions.

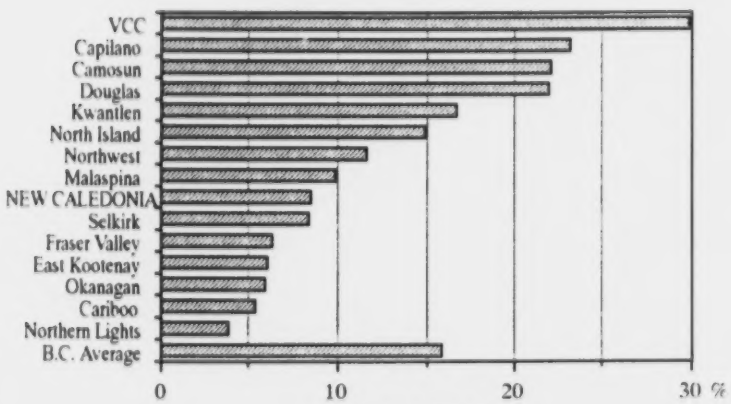
Percentage of University Eligible Students with Application Intentions to a B.C. University or College Who Immediately Entered any B.C. Academic/Career Program - 1989



Source: Link File/90

Of all Grade 12 graduates from the College of New Caledonia region, a low percentage immediately enter a B.C. university.

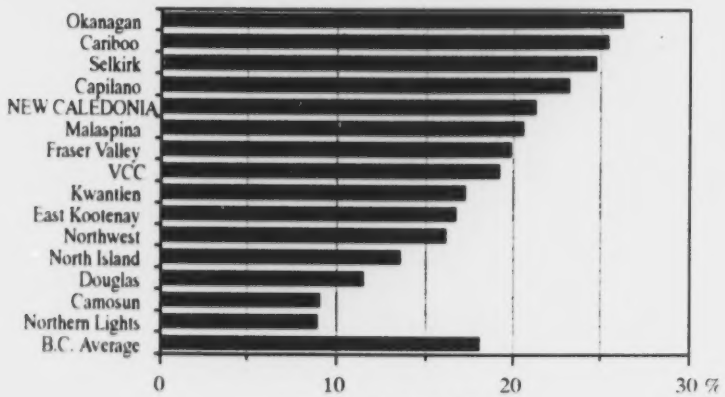
Percentage of Graduates Who Entered Immediately Into a B.C. University - 1989



Source: Link File/90

The low percentage who immediately enter a B.C. university is offset, however, by a higher percentage who enter a College Academic program.

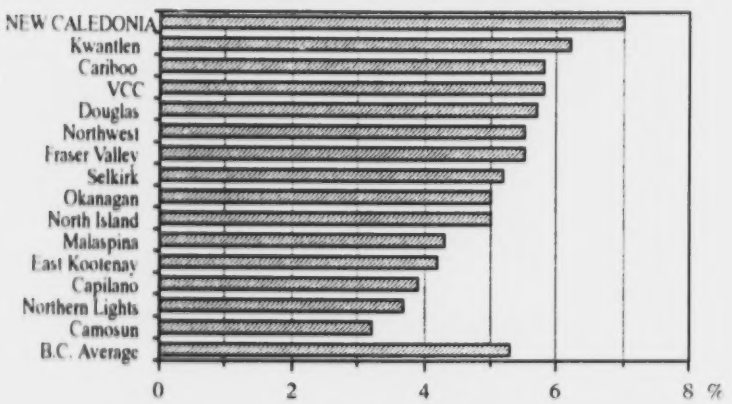
Percentage of Graduates Who Entered Immediately Into a B.C. College Academic Program - 1989



Source: Link File/90

The choice of a College-based post-secondary education by graduates from the College of New Caledonia region also manifests itself in the percentage of students who enter a Career/Technical program.

Percentage of Graduates Who Entered Immediately Into a B.C. College Career/Technical Program - 1989



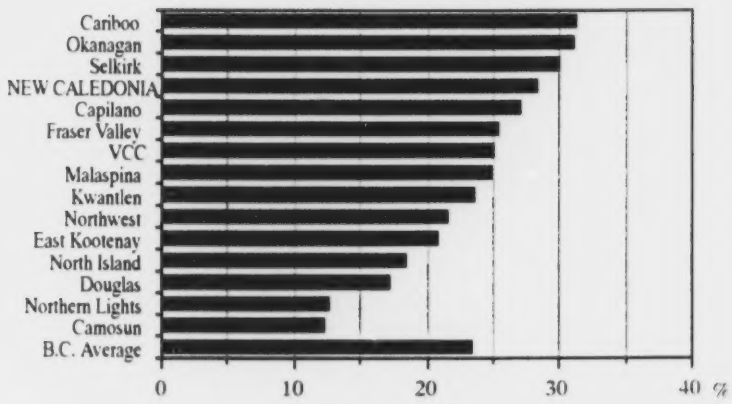
Source: Link File/90

In overall terms, 36.8% of graduates from the College of New Caledonia region immediately entered a B.C. University or College Academic or Career program. This placed these students at the median of all College regions although slightly below the provincial average which was 39.3% in 1989.

However, because of the relatively low direct entry to a B.C. University percentage, a comparatively high percentage entered a College-based Academic or Career program.

Of those from the College of New Caledonia region who chose a College, 80.9% chose CNC. This compares to a provincial average of 74.7% who chose their home college.

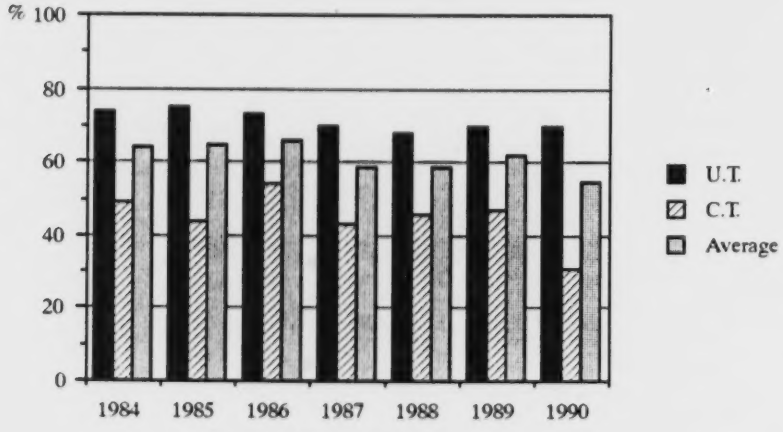
Percentage of Graduates Who Entered Immediately Into a B.C. College Academic or Career Program - 1989



Source: Link File/90

It is generally assumed that students who enroll at a college for the first time in a full-time program have come directly from school. While this has historically been true for Academic students, it has not been the case for Career program students, and may even be becoming less so.

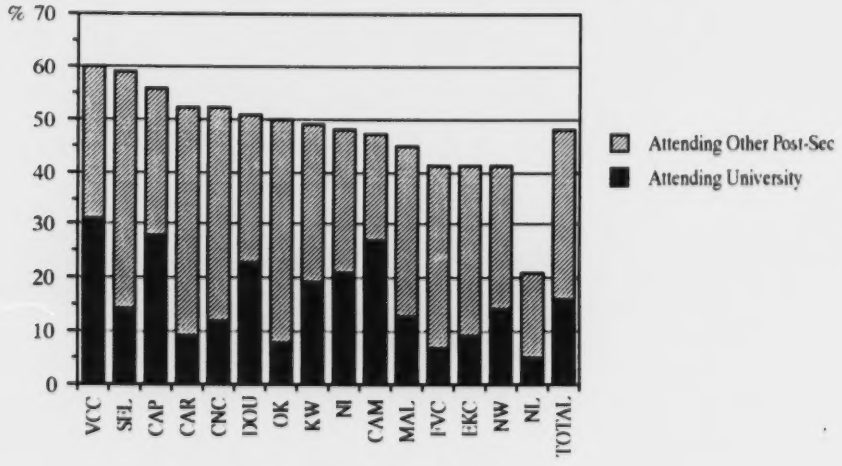
Percentage of First-Time, Full-Time, First-Year Students Who Enrolled in the Same Year as Leaving School



Source: CNC Oct.31 Reports

While the College of New Caledonia has relatively high participation rates for Academic and Career Technical programs, the overall rate increases to about 52% when Vocational students are included.

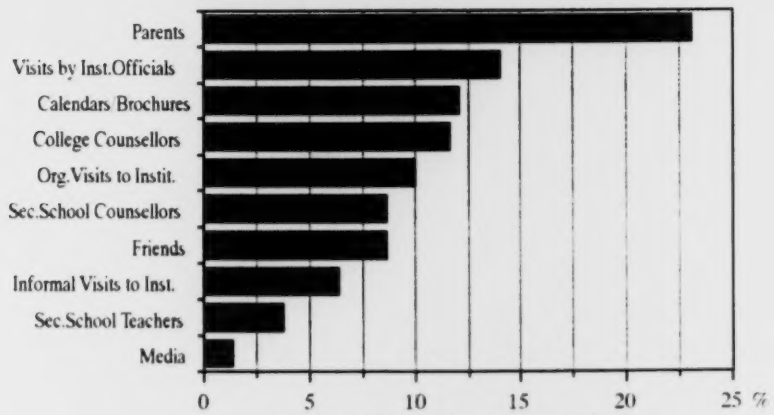
Post-Secondary Participation of 1988 Graduates (including Vocational)



Source: Link File; MAETT 1990 Environmental Scan

As part of the Institutional Review in 1989, the College surveyed all Grade 12 students in the CNC region. Two of the more revealing questions had to do with sources of information as influences on post-secondary choice and factors affecting post-secondary choice. While a three point scale was used, students were also asked to list their most important information source or factor.

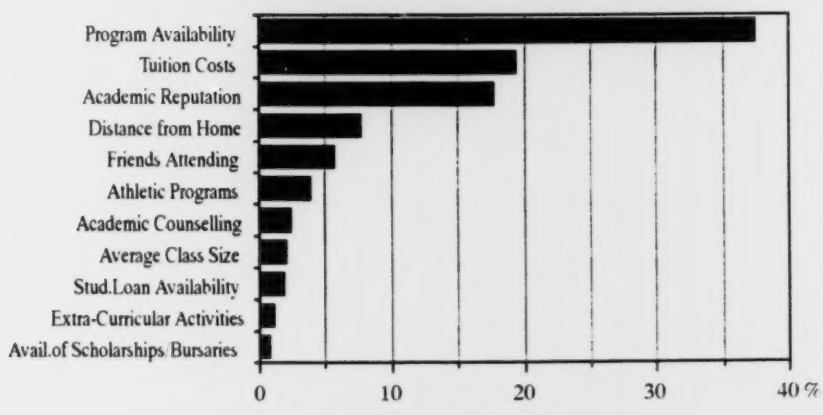
"Of the Following Sources of Information, Which Would be the Most Important in Influencing Your Choice of Post-Secondary Institution?"
(Expressed as a Percentage of Total Responses)



Source: CNC Institutional Review 1989

Of the top five most important sources of information, the College has direct control over four of them which are cumulatively larger than the most important source.

"Of the Following Factors, Which Would Be the Most Important in Influencing Your Choice of Post-Secondary Institution?"
(Expressed as a Percentage of Total Responses)



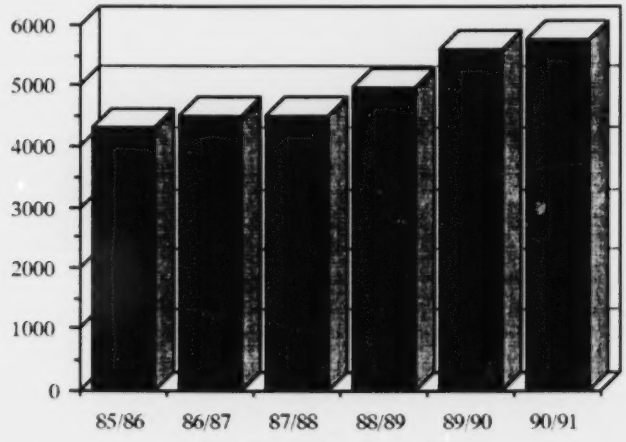
Source: CNC Institutional Review 1989

Students made very clear distinctions as to which factors affecting College choice were most important.

3. College of New Caledonia Student Population

As with other B.C. colleges, the College of New Caledonia has experienced consistent growth.

Historical Head-Count Enrolment



Source: CNC Student Record System

While the student count has increased substantially over the years, distribution by major program area has remained very consistent.

Head-Count Distribution by Major Program Area

	85/86	86/87	87/88	88/89	89/90	90/91
Univ.Transfer	25.6%	24.8%	23.5%	23.3%	24.0%	24.8%
Vocational/Appr.	26.2%	27.8%	29.7%	27.7%	30.2%	30.7%
Career/Tech.	30.1%	30.9%	31.5%	32.1%	29.3%	29.1%
ABE/College Prep	18.2%	16.4%	15.2%	16.8%	16.4%	15.4%

Source: CNC Student Record System

Within the major program areas, there have been some changes in the make-up of the student population in terms of age. In general, the College of New Caledonia is attracting a higher percentage of older students.

Student Population by Age as a Percentage of Enrolment - University Transfer

	1985	1986	1987	1988	1989	1990
Full-Time						
< = 24	92%	92%	94%	92%	91%	89%
> 24	8%	8%	6%	8%	9%	11%
Part-Time						
< = 24	43%	48%	40%	44%	45%	47%
> 24	57%	52%	60%	56%	55%	53%
Total						
< = 24	73%	76%	71%	71%	71%	68%
> 24	27%	24%	29%	29%	29%	32%

Source: CNC Oct.31 Reports

In general, it would appear that the University Credit population at CNC is aging, although more younger students are now studying on a part-time basis.

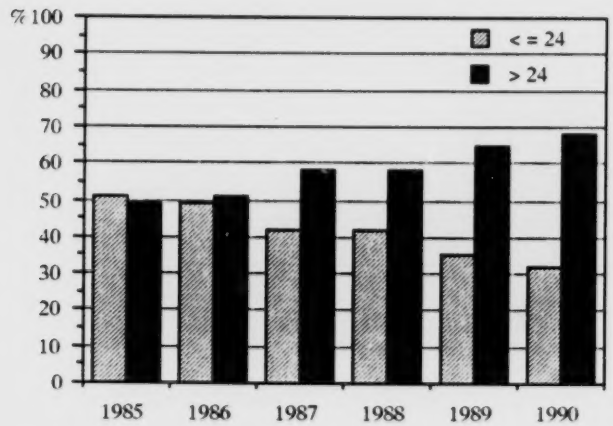
Student Population by Age as a Percentage of Enrolment - Career/Technical

	1985	1986	1987	1988	1989	1990
Full-Time						
< = 24	72%	76%	73%	73%	66%	65%
> 24	28%	24%	27%	27%	34%	35%
Part-Time						
< = 24	26%	31%	28%	28%	31%	35%
> 24	74%	69%	72%	72%	69%	65%
Total						
< = 24	45%	49%	51%	51%	55%	45%
> 24	55%	51%	49%	49%	45%	55%

Source: CNC Oct.31 Reports

In overall terms, the age distribution of Career/Technical students has remained consistent. However, there does appear to be a trend to older full-time students and younger part-time students.

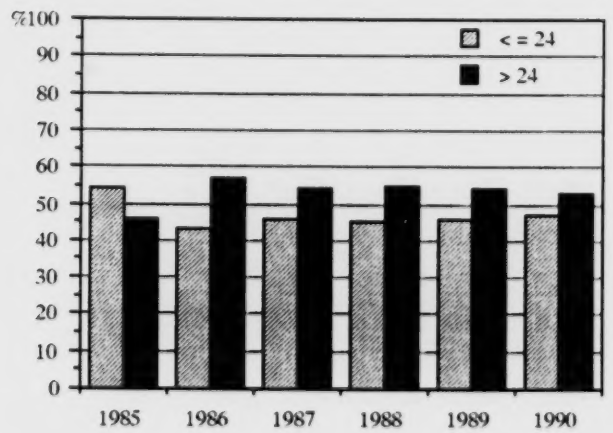
Student Population by Age as a Percentage of Enrolment - Vocational



Source: CNC Oct.31 Reports

In general, Vocational students at CNC are older than the students in any other major program area, and appear to be becoming even more so, as more individuals retrain, take apprenticeships or undertake training to enter the workforce for the first time.

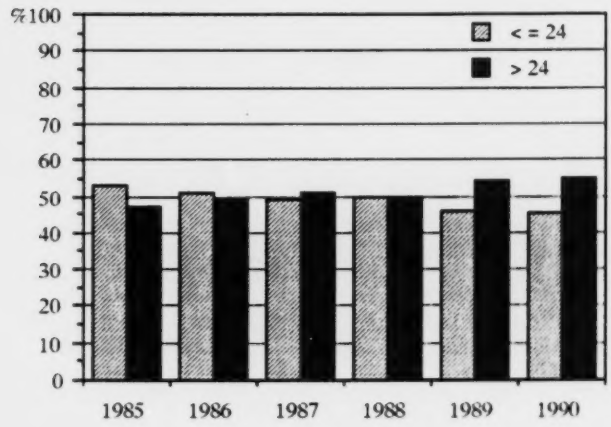
Student Population by Age as a Percentage of Enrolment - Adult Basic Education



Source: CNC Oct.31 Reports

There has been no noticeable trend in the age distribution of Adult Basic Education students.

Student Population by Age as a Percentage of Enrolment - Total Student Population

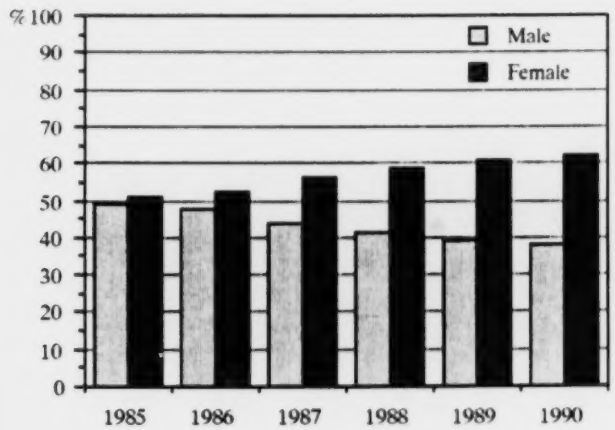


Source: CNC Oct.31 Reports

In general, the College of New Caledonia student population is aging, especially in the Vocational and University Transfer areas.

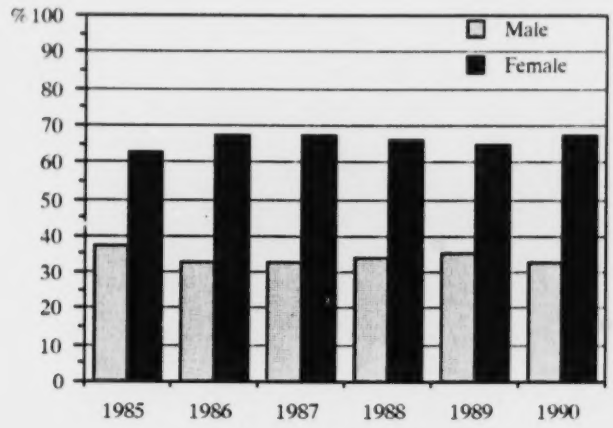
The College continues to have more female than male students although there are different distributions by major program area. While the Vocational area shows an increase in Male students due largely to increases in Apprenticeship, the University Transfer area is becoming increasingly Female dominated, while the Career/Technical area has been Female dominated for a number of years.

Male/Female Distribution - University Transfer



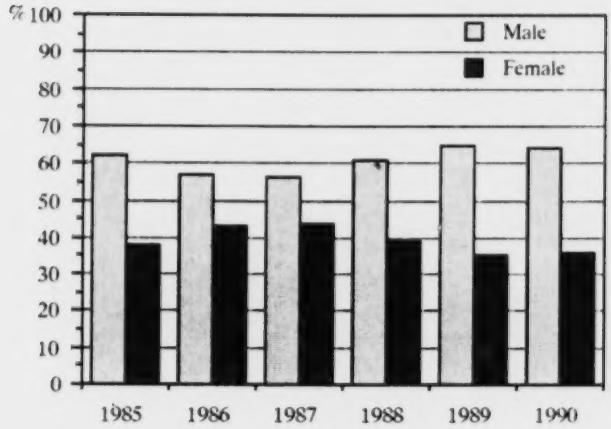
Source: CNC Oct.31 Reports

Male/Female Distribution - Career Technical



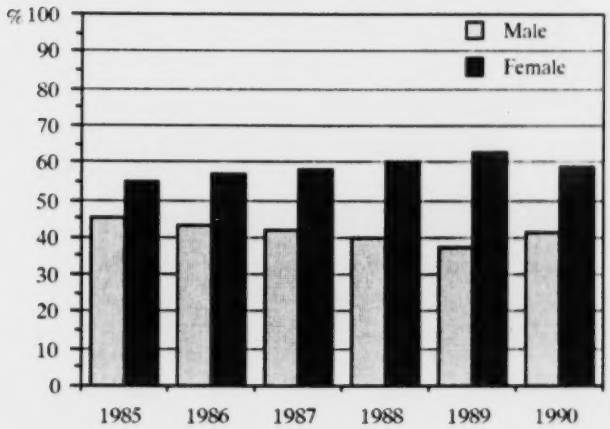
Source: CNC Oct.31 Reports

Male/Female Distribution - Vocational



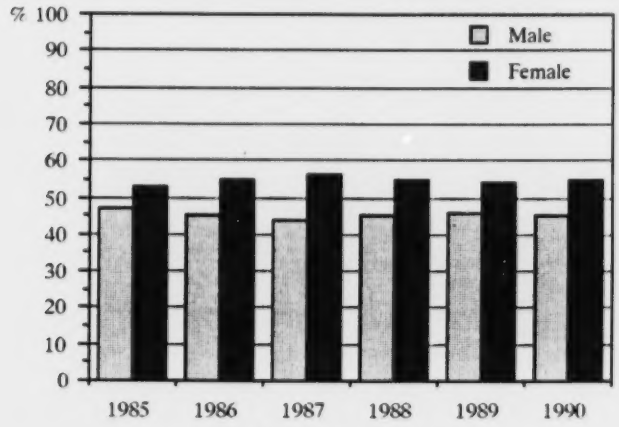
Source: CNC Oct.31 Reports

Male/Female Distribution - Adult Basic Education



Source: CNC Oct.31 Reports

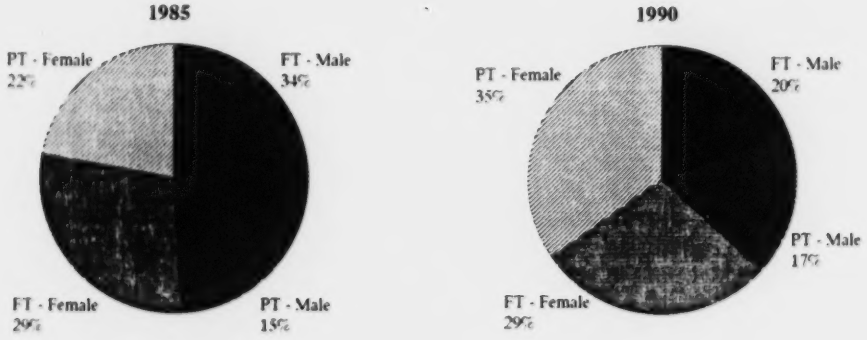
Male/Female Distribution - College Population



Source: CNC Oct.31 Reports

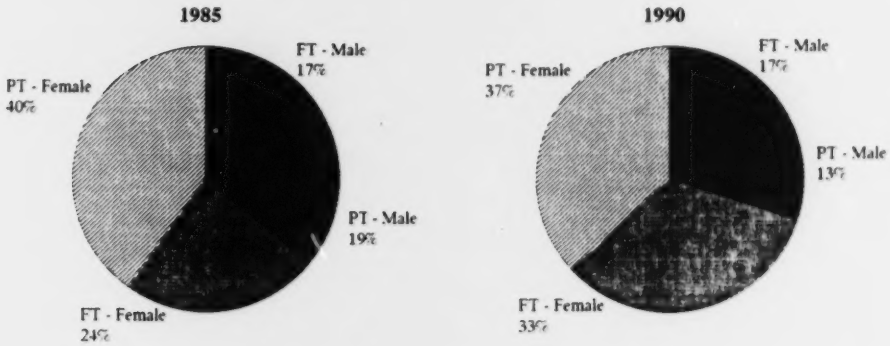
Further analysis of the trend to more female students in University Transfer and Career/Technical reveals a somewhat different picture in each area.

Distribution by Enrolment Status and Sex - University Transfer



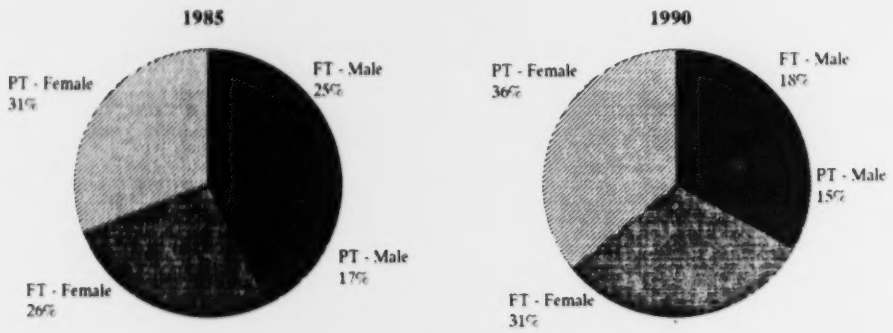
In the case of University Transfer, the increase in female students has occurred as a result of a substantial increase in part-time studies, from 195 in 1985 to 399 in 1990. Full-Time male students have declined from 297 in 1985 to 232 in 1990. Both Full-Time female and Part-Time male student numbers have increased but did not change in any significant way in terms of the overall distribution.

Distribution by Enrolment Status and Sex - Career/Technical



The major change in Career/Technical involved a significant change in Full-Time female students, due primarily to the introduction of some female dominated programs such as Dental Hygiene and a higher participation rate in Business Administration.

Distribution by Enrolment Status and Sex - University Transfer & Career/Technical

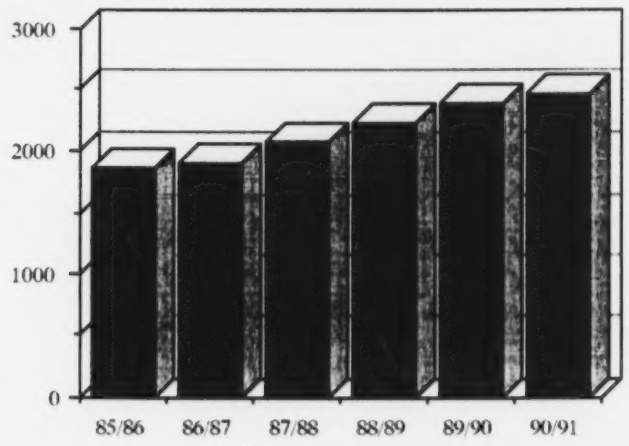


The overall picture reflects a combination of the two rather different trends in University Transfer and Career/Technical to such an extent that fully two-thirds of all University Transfer and Career/Technical students are now female.

Student head-counts represent one counting method and allows for greater analysis of the student population and its makeup. Full-Time Equivalent Students, however, are a more important measure from a funding point of view.

The growth of the College of New Caledonia student population in FTE terms is very similar to that experienced in head counts and represents a 32% increase from 1985/86 to 1990/91.

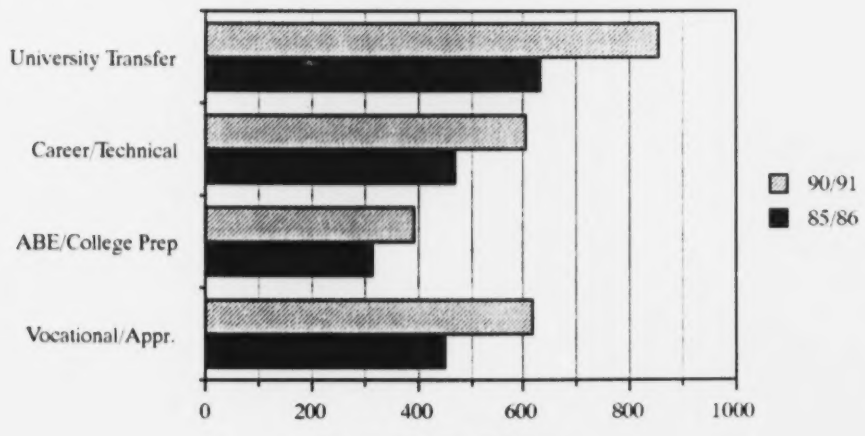
Full-Time Equivalent Students
1985/86-1990/91



Source: CNC Oct.31 Reports

Growth in Full-Time Equivalent Students has occurred in all major program areas. From 1985/86 to 1990/91, there has been a 35% increase in University Transfer, a 28% increase in Career/Technical, a 25% increase in ABE and College Prep and a 36% increase in Vocational and Apprenticeship training.

Full-Time Equivalent Student Growth by Major Program Area
1985/86 to 1990/91

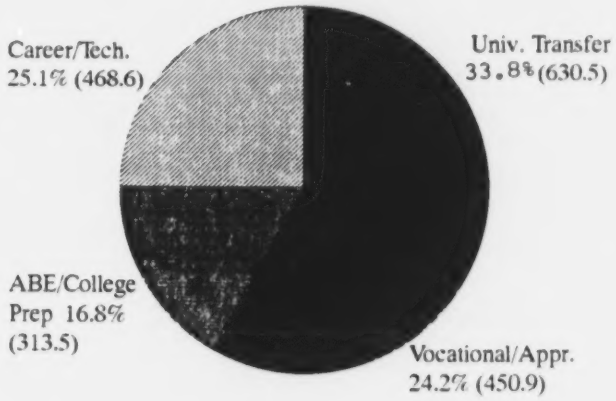


Source: CNC Oct.31 Reports

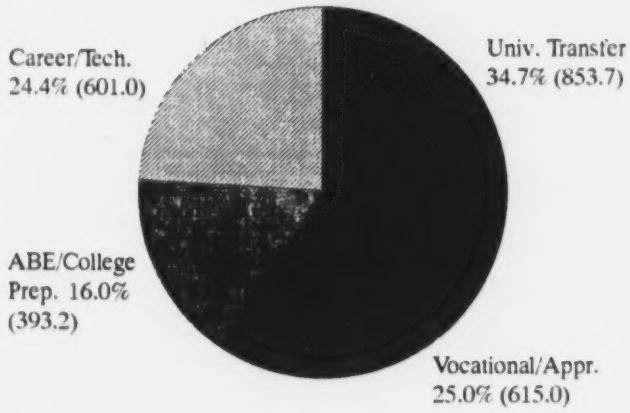
With fairly consistent growth in all major program areas, there has been little change in the make-up of the College's instructional distribution.

Full-Time Equivalent Distribution by Major Program Area 1985/86 to 1990/91

1985/86



1990/91

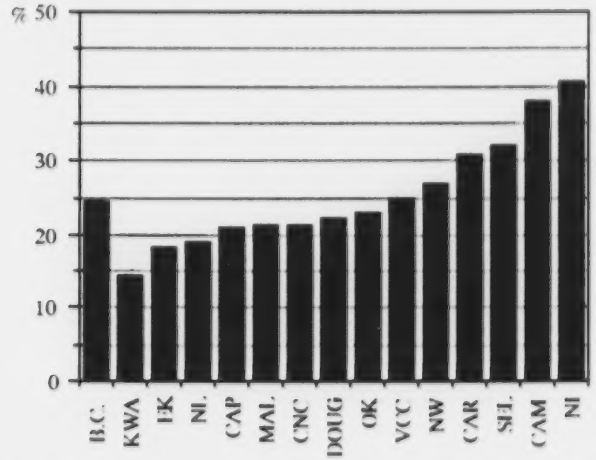


4. Transfer to University

Given the low rate of direct entry to university by graduating secondary school students in the College of New Caledonia's region, the College does provide a valuable alternative to those who do not immediately transfer. This is especially the case given the low rate of university eligibility earned by graduating secondary school students in the College's region. As noted in the University Articulation and Degree Completion study produced by B.C. Research for the B.C. Council on Admissions and Transfer: "In all, 65% of the Grade 12 graduates admitted immediately into college academic programmes in Fall 1989 were ineligible for university admission."

The College of New Caledonia does not have a particularly high transfer percentage to B.C. universities when compared to provincial averages, although this must be tempered with the knowledge that 9% of CNC students who did transfer in 1989 reported that they did so to an Alberta university, compared to a provincial average of 2%. If these rates are added to the provincial transfer rates as listed below, the College of New Caledonia comes out very well. It has also become apparent that current CNC students are not leaving the College in anticipation that they will be able to attend the University of Northern British Columbia. A survey of 2nd Year CNC students in March 1991 showed that 90% would be interested in taking 3rd Year courses in September 1992 from U.N.B.C. if they were offered.

Transfer to a B.C. University - Fall 1989
With College Earned Credits

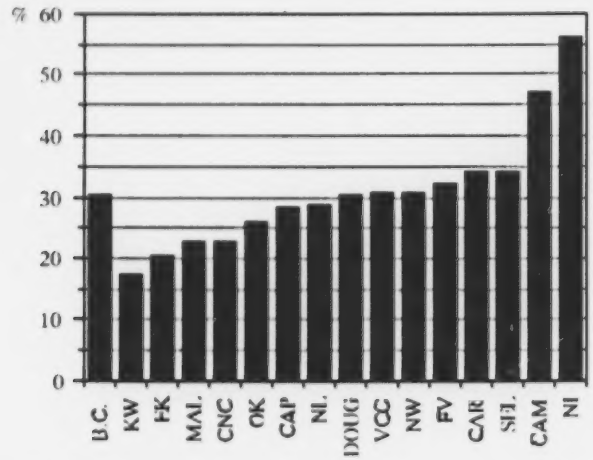


Source: University Articulation & Degree Completion, B.C. Research

The College of New Caledonia has a very low transfer rate for those students who do so without having received any College credit: 1.4% vs. a B.C. average of 5.6%. It can be assumed that these students were university eligible before attending college.

Given the low rate of transfer by students without College Credit, the College of New Caledonia's overall rate of transfer is even lower in comparative terms; however, once again, students report a much higher transfer rate to Alberta institutions than is the provincial average.

Transfer to a B.C. University - Fall 1989
Total



Source: University Articulation & Degree Completion, B.C. Research

In the case of the College of New Caledonia, there were 443 academic "leavers" in the Spring of 1989, of which 101 actually transferred to a B.C. university. However, of the 433 leavers, only 55% or 242 students left with an accumulated G.P.A. of 2.50 or better which would qualify them for university entry. As such, the actual transfer rate of those eligible to do so was 42% to the three B.C. universities alone.

From the Arts and Science Follow-Up Survey of 1988 academic "leavers," former CNC students report a number of important differences from the provincial averages:

- 35% of all former CNC academic students reported they were working full-time, compared to a provincial average of 31%.
- 21% of former CNC academic students who didn't transfer to a B.C. university reported that the universities were too far away from home. This compares to a provincial average of 8%.
- 50% of all former CNC academic students reported that they were still full-time students, compared to a provincial rate of 39%.
- 9% of former CNC academic students who did not transfer to a B.C. university reported that they never intended to enrol at a university, compared to 19% on a provincial basis. However, 16% of former CNC academic students reported that they decided not to attend university after attending CNC, compared to a provincial average of 11%.
- 26% of former CNC academic students who did not transfer to a B.C. university reported that they were not sure of what they wanted to do, compared to a provincial average of 20%.
- 12% of former CNC academic students who did transfer reported that they did so to an Alberta university or College, compared to a provincial average of 3%.

5. Occupational Student Outcomes

As a result of the recently introduced student follow-up program, the College now has access to some invaluable information about students in Career/Technical and Vocational programs that can be used for planning purposes.

The following are some highlights from the 1990 survey of 1989 "leavers" in Occupational programs.

Selected Percentage Response Rates from 1990 Occupational Student Follow-up Survey

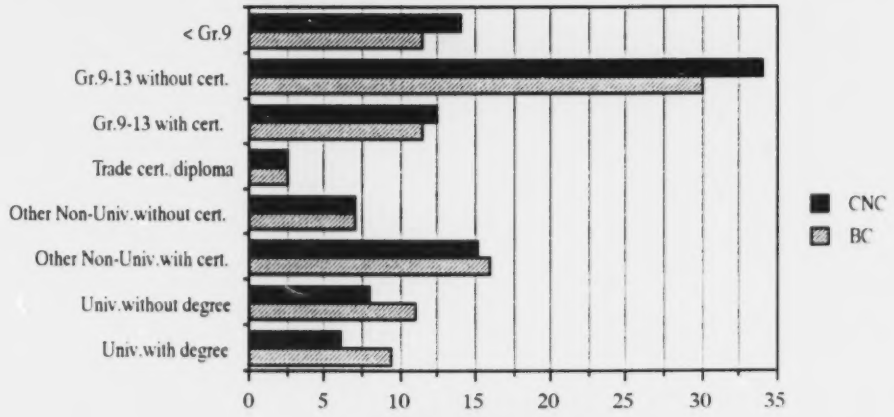
	CNC	*BC*
a) All Students		
Came to Learn Specific Skills	71%	61%
Definitely Met Main Objective	61%	57%
Have Looked for Work in Training Related Field	92%	90%
Currently Employed Full-Time	72%	66%
Unemployed & Looking for Work	7%	6%
Plan to take Further Educ. at a Community College in next 5 yrs	22%	15%
Training has been definitely worthwhile	76%	74%
b) Currently Unemployed		
Have Not Looked for a Job	15%	9%
No Jobs in Field of Training	19%	9%
Need More Education	19%	18%
c) Currently Taking Education		
Education Definitely Related to Previous Training	67%	58%
Education Not Related to Previous Training	28%	16%
Have Commenced New Area of Studies	50%	25%
Previous Training as Excellent Preparation for Current Education	40%	25%
d) Currently Employed		
Current Job Highly Related to Training	72%	62%
Would Not have Received Current Job Without Training	49%	40%
Training Has Been Very Useful in Current Job	67%	59%
Very High Expectation for Continual Skills Upgrading	28%	21%
Nature of Work What Training Led Me to Expect	57%	48%
Transferrability of Credits to a University is Important	41%	36%
Quality of Equipment Used in Training was Very Current	32%	22%
e) Definitely Prepared for Entering Job In:		
Written Communication Skills	42%	36%
Oral Communication Skills	38%	37%
Reading Skills	46%	40%
Analytic Problem Solving Skills	38%	34%
Individual Learning Skills	42%	40%
Teamwork/Working With Others	53%	49%
Computing Skills	29%	31%

Overall, students from College of New Caledonia Career/Technical and Vocational programs have done very well in the labour market and have rated the training they received at the College more highly than was the case on a provincial basis.

6. Literacy and Educational Attainment

The College of New Caledonia region has historically had a less educated population than is the case for the province as a whole.

Population Distribution by Highest Level of Educational Attainment, 1986



Source: MAETT July/91

The lower educational attainment levels of the adult population in the College's region do have a negative impact on secondary school student attainment of university eligibility and transition to post-secondary, especially given the B.C. Research findings that Continuing Students tend to:

- be from higher socio-economic backgrounds
- come from metropolitan areas
- be female
- be under 19 years old
- speak a language other than English at home
- have higher secondary school GPA's than non-continuants.

While overall educational attainment within the College of New Caledonia region is low, the educational attainment levels for the native population are even less, as pointed out in a survey conducted by the Carrier-Sekani Tribal Council in 1986.

Highest Education Completed by Survey Respondents

Education level	*Percentage of Respondents (of 100.0%)*
1. Grade 7 or less	24.0%
2. Grade 8 - 11	48.9%
3. Grade 12	11.1%
4. Some university or college	4.0%
5. Bachelor degree	0.9%
6. Graduate degree	0.9%
7. Technical institute	0.4%
8. Vocational training	5.8%
9. Business school	1.3%
10. Other	2.7%

One particular observation of this study is worth noting:

> "These figures on educational achievement strongly suggest that the problem of low achievement is a cumulative one in the sense that past failures of the school system are projected onto new generations of Yinka Dene children through the relatively weak academic skills of their parents. In effect, people who have not completed Grade 8 or Grade 12 are not as well prepared as they might be to assist their children with school work or to discuss with teachers the academic progress of their children. Thus, it may be that one of the most effective ways of improving the academic performance of Yinka Dene children is to upgrade the education level of their parents."

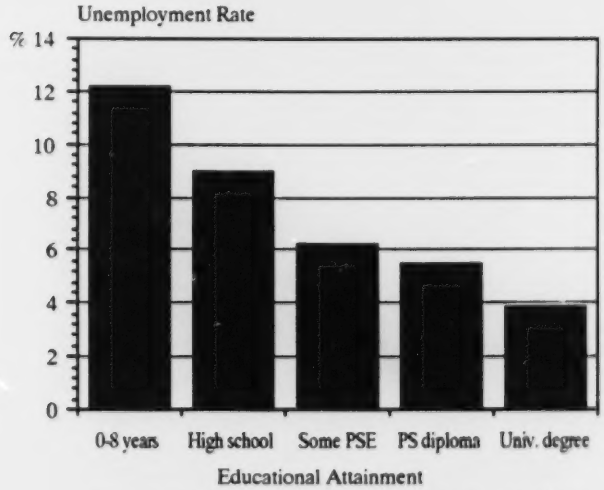
While the data on educational attainmnt is revealing, the 1987 Southam Literacy Report was probably more accurate in describing the magnitude and costs of functional illiteracy. On the basis of the Southam study, it can be safely assumed that the problems associated with an under-educated population in the Central Interior are probably greater than have been understood in the past. As the report noted:

> "Half of the 4.5 million illiterates say they went to high school and one-third say they graduated. One in 12 who claimed to be university graduates still tested as functionally illiterate."

The study also noted that less than two percent of the nation's 4.5 functional illiterates were enrolled in literacy or upgrading programs at the time of the study.

The national impact of illiteracy has been well studied in recent years, with the Business Task Force on Literacy estimating that illiteracy costs Canadian society $10.7 billion a year. It is the individual consequences of poor educational attainment, however, that measures the true cost.

Unemployment Rates by Educational Attainment
British Columbia, 1989

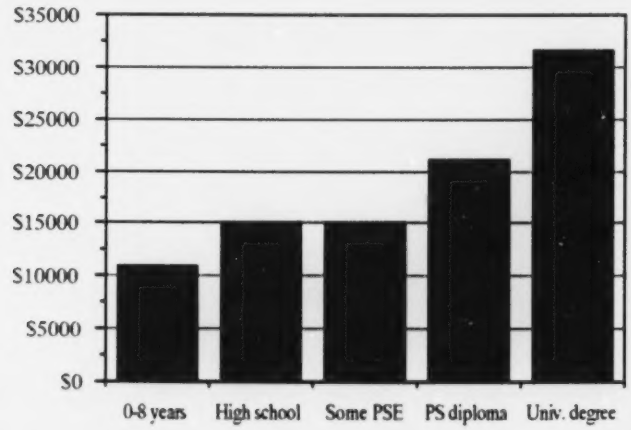


Source: Statistics Canada, Cat. 71-001; MAETT July/91

Not surprisingly, the unemployment rates for the native population are even higher, with 37% of the 1986 Carrier-Sekani Tribal Council survey group reported as being unemployed, and another 15% only employed part-time.

With higher unemployment associated with lower educational attainment, it follows that there would be a positive relationship between educational attainment and annual earnings.

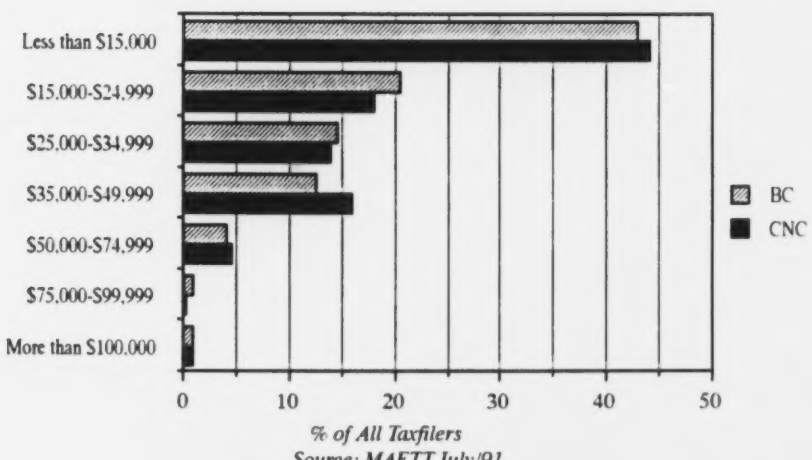
Median Annual Income by Educational Attainment, 1988



Source: Statistics Canada, Cat.13-207; MAETT July/91

In the case of the College of New Caledonia region, there is a high percentage of lower end wage earners, although higher paying resource industry positions do show in some of the prosperous categories.

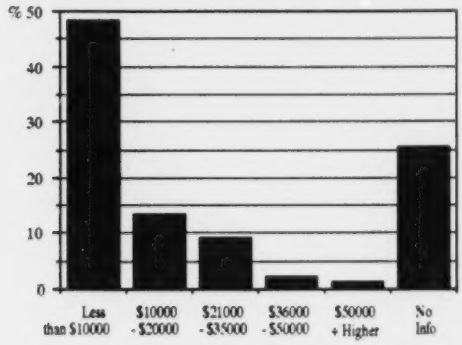
Income Distribution of All Taxfilers, New Caledonia & B.C., 1988



Source: MAETT July/91

The effects of lower educational attainment have been even more devastating on the native population. The following income statistics strongly suggest that many Yinka Dene children are likely to be hindered in their academic progress and in their future choice of careers due to conditions of poverty in the home.

Yinka Dene Family Income



Source: Carrier-Sekani Tribal Council Survey 1986

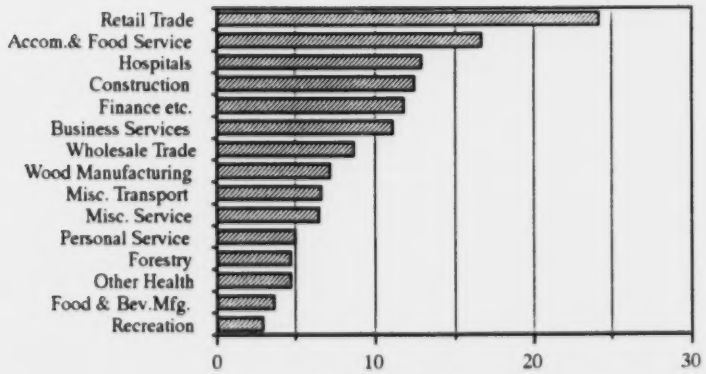
D. ECONOMY AND LABOUR MARKET

1. Provincial Economy

The B.C. economy has experienced many years of consistent growth since the recession of 1982. During this period, there have been substantial changes to the makeup of the provincial economy, highlighted by the diversification of provincial output, the continued development of new technologies, the growth of the information industry, increased competitiveness and changing international markets.

While the B.C. economy as a whole is not totally reflective of a regional economy, this projection for growth industries is very different to what we would have seen in the past.

Top 15 Growth Industries in British Columbia, 1988 to 1993



Increase in Employed (000's)
Source: MAETT LMIS

2. Regional Economy

Regional economic trends are often more important to College planning and program development than provincial trends.

a) Forestry

There has been considerable rationalization in this industry in the past ten years which has been marked by increasing use of technology, a diversification of products and markets, more value added manufacturing and a stabilization in employment rates. With the changes in industry emphasis, it still represents 90% of all manufactured shipments from the Central Interior and employs approximately 18% of the total labour force. Lower interest rates and continuing pressure to roll-back U.S. trade restrictions make the future for the Interior Forest industry a reasonably bright one.

While the industry itself has changed and become more recession proof, developments in forest management and environmental concerns are important factors affecting College programs. As an example of this concern, the Prince George Forest District has recently announced that it will spend $318.4 million over the next five years on reforestation and forest management. This is the highest amount to be spent by any forest district in the province.

b) Pulp and Paper

B.C.'s Central Interior is the largest pulp producing area in Canada with continued expansion still very much in the forefront. The industry remains healthy with considerable sums being spent to address environmental concerns and modernize physical plants.

Of regional concern are plans for a CMT mill in Vanderhoof which has been proposed by Vanderhoof Pulp and Paper Ltd. This mill would employ 1500 man years in construction at a cost of $260 million, of which $30 million would be for an effluent treatment plant. A total of 120 permanent jobs would be created.

c) Mining

Mining activity remains strong in the Central Interior with a number of projects nearing production or recently in production. As the Prince George Regional Report noted:

> "Opportunities in the mining industry exist not only in the obvious areas - employment, construction and infra-structure development, but also in other areas - service and supplies, residential development and down line support business. These areas also have the potential for growth and development."

In support of the above statement, Placer-Dome's Mount Milligan mine project, worth $400 million, expects 200 of the employees to live in Prince George. Curragh Resources, which is planning a new mine near Williston Lake, is in the process of deciding whether to put its head office in Fort St. John or Prince George.

d) Transportation

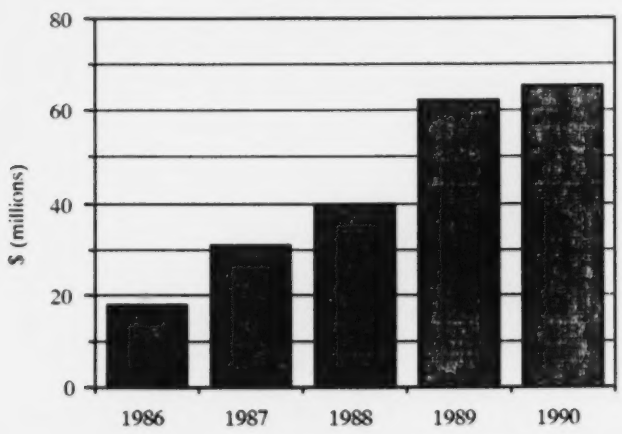
Prince George is the hub of North Central B.C.'s transportation grid. The city is serviced by two airlines, two railways and approximately 15 truck lines which take advantage of Prince George's strategic location.

Improvements and expansions continue in all areas, especially in warehousing, main line improvements and at the airport. A recent statement by the Premier that the movement of some B.C.R. Head Office positions from North Vancouver to Prince George is under consideration could provide added strength to this important economic area.

e) Construction and Real Estate

Few areas of activity are better indicators of economic vitality and consumer optimism than construction starts and real estate sales. Building permit values have increased steadily in the past five years.

Building Permit Values
City of Prince George



Source: Region Development Corp., 1991

There can be no question that the value of building permits in Prince George will increase dramatically in the coming years, putting a severe strain on the local industry.

Confirmed projects include:

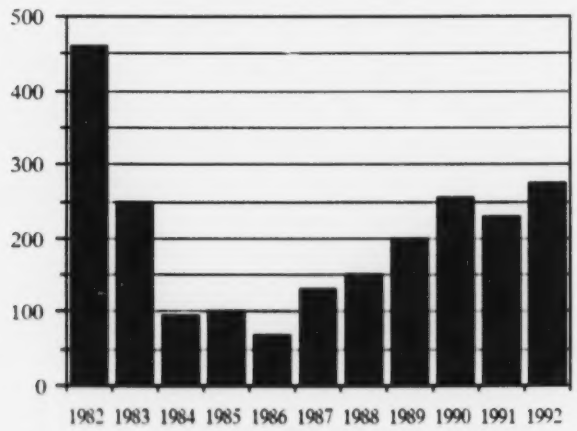
- University of Northern B.C.	$165 million
- Improvements & Upgrades at Canfor Intercon Pulp	$100 million
- Provincial Courthouse	$22 million
- Civic Centre	$12 million
- Hospital Expansion	$8 million

Possible projects include:

- New Regional Correction Centre	$40 million
- Rebuilt Shopping Centre	$40 million
- CNC Expansion	$28 million

While not as individually large as the major projects, housing starts are very reflective of consumer confidence and the growth of a community. Recent announcements, such as that establishing the University of Northern B.C., have spurred activity in this area.

Housing Starts - Prince George, 1982-1990



Source: MAETT July/90
1991-1992 Estimates P.G. Office of CMHC

In addition to increased new housing starts, there continues to be a strong resale market. The Cariboo Real Estate Board reported $227 million in sales in 1990 on 3,695 units, as compared to $224 million on 3,548 units in 1989. Sales are expected to continue to increase.

f) Agriculture

Agriculture plays an important role in the local economy, especially in the Vanderhoof area to the west and the McBride area to the east. The agriculture industry consists mainly of dairy, beef, hay, pasture, feedgrains, and some vegetable production.

There are presently eighteen dairy farms producing 9.3 million litres of milk per year which is processed in Prince George at a farm gate value of $4,5 million and a retail value of $9.7 million.

The beef industry is primarily cow/calf with over 32,000 brood cows held by 500 farms. Annual farm gate receipts are just over $16 million.

Forage production supports the livestock base throughout the area with 200,000 acres of hay and 300,000 acres of cultivated pasture. Barley production is 28,000 tonnes, while oat production is at 10,000 tonnes annually. At least 15,000 tonnes of feedgrains and 10,000 tonnes of hay are exported each year.

Farm gate sales are expected to continue to increase as the new land is brought to higher production levels and the relative value of the food commodities increase.

g) Service Industries

As has been noted in the provincial portion of this scan section, Service Industries will drive economic development in the province. These industries will also undergo the most profound changes in the College of New Caledonia region and will lead to a considerably more diversified regional economy.

This section of the scan will deal with Tourism related activities, Financial services, Government services, Retail Trade activity and Health services.

The Regional District of Fraser-Fort George has recently reported a substantial increase in wilderness tourism, especially from Europe and an increase in travel on the part of retirement age tourists. This is expected to increase in the future as noted in the Fraser-Fort George Regional District Economic Development Strategy:

> "The most outstanding opportunity for Prince George is to strengthen its role as a regional service centre.... The city provides an unparalleled geographic location in British Columbia."

Tourism or visitor related activities have become an increasingly important economic function in B.C. While North Central B.C. may have lagged in this area in the past, that is no longer the case.

There has been continuing investment in Tourist related facilities as the City of Prince George prepares to respond to the $3.5 million that tourism generated in 1990.

Prince George has long been a regional financial centre and continues to expand in this role. The city serves as a regional headquarters for most of the chartered banks and has seen the addition of new financial services on a regular basis.

The decentralization of government services, such as that under consideration for the B.C.R., the expansion of the regional court facilities, the potential for a new Corrections Centre, and of course, the establishment of the University of Northern B.C. will have a tremendous effect on the regional economy. In addition, Prince George currently serves as the regional headquarters for 20 Federal and 40 Provincial departments, including the first district office of the Canadian Forestry Service.

As an important regional centre, Prince George is the primary retail trading partner in Central British Columbia. This has become even more the case in recent years with quite significant expansion and is projected to continue with a $40 million expansion of at least one shopping centre. While current data is not available, the value of the Prince George Retail Trade grew from $324,048,000 in 1976 to $712,299,000 in 1986, while in terms of income, the growth was from $961,688,000 in 1976 to $3,165,451,000 in 1986.

Health services have long been a priority in the College of New Caledonia region and will remain so in the future. The Prince George hospital is the largest in the region with over 355 beds and is currently planning an $8 million expansion. There is also very intense interest and pressure for the location of a Cancer Clinic

3. Labour Market

There are a number of well known trends that will continue to affect the labour market and educational programming.

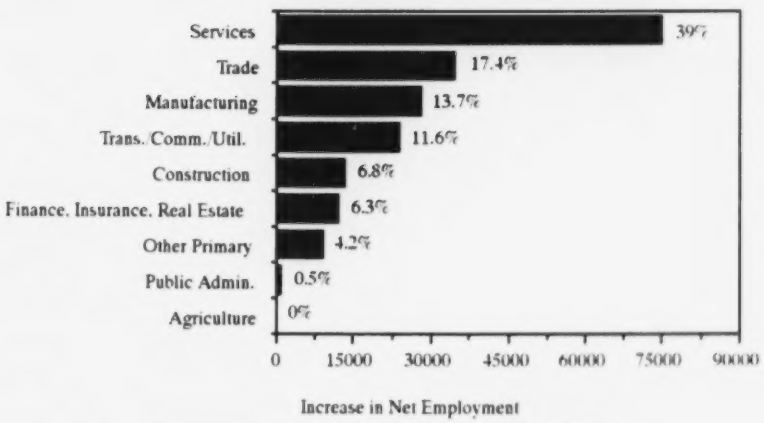
- Service jobs will dominate employment growth, at both the higher and lower ends of the income scales, although other areas are also important.
- The province, and the College of New Caledonia region to a lesser extent, face an aging population which could result in labour shortages early in the 21st Century.
- Females will continue to participate more heavily in the labour force, as evidenced by a shift in enrolment patterns at the College of New Caledonia.
- The need for technology training and employee retraining will become increasingly important if the provincial and regional economies are to remain competitive.
- The majority of new jobs in the future will require more education and training than has been the case in the past.
- While there are national and provincial skills shortages, there are also specific regional requirements which fall within the domain of regional colleges.

a) Service Jobs

The shift towards service jobs is a common trend in developed countries, with B.C. having the highest percentage of such jobs in Canada. Fully 92% of all employment growth in the past ten years has been in this sector. However, the range of earnings in this sector is very wide, ranging from well paid business service positions which include finance and information services to low paid positions in the food and hospitality industry.

The Labour Market Information System industry projections show the dominance of the service sector.

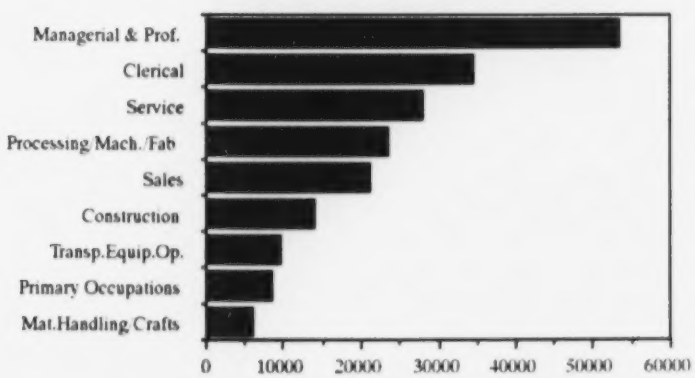
New Employment Growth by Major Industry in British Columbia, 1988-1993



Source: Labour Market Information System, MAEJT, Sept/89

Within the industry projections, the occupational projections demonstrate the dominance of service related jobs.

Net Employment Growth by Major Occupation in British Columbia, 1988-1993



Source: Labour Market Information System, MAEJT, Sept/89

The range of service related jobs also, however, demonstrates the different earnings that are associated with this employment sector.

The Four Major Clusters:
Employment Growth in British Columbia, 1988-93

SALES		FOOD	
Sales Managers	3855	Waiters/Waitresses	5856
Sales Supervisors	2403	Chefs & Cooks	3650
Salesmen	11355	Superv - Fd & Bev	1181
Real Estate Sales	1629	Bartender	778
New Sales Jobs	19242	New "Food" Jobs	11465
Attrition	13276	Attrition	8248
Total Need	32,518	Total Need	19,713
FINANCE		**INFORMATION**	
Bookeepers	6299	Secretaries	5469
Clerks/Tellers	4421	Receptionists	1976
Finance Officers	2956	Gen Office Clerks	2035
Finance Clerks	1008	Computer Operators	1386
		Systems Analyst	1069
New Finance Jobs	14684	New "Info" Jobs	11935
Attrition	15872	Attrition	13426
Total Need	30,556	Total Need	25361

Source: Labour Market Information System, MAEJT, 1989

While the Labour Market Information System forecasts that clerical, service and sales jobs will become more dominant, there will continue to be very strong demand for senior and skilled Business personnel, machining, metal fabricating, welding, research and development and other skilled occupations.

b) Aging Labour Force

While the labour force in the College of New Caledonia region is not aging as rapidly as the province as a whole, it will pose a problem for those involved in many outdoor activities associated with the forest industry.

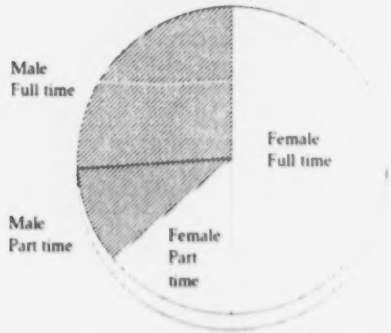
The decline in the provincial 15-24 age cohort from 23% of the working age population in 1981 to 15% in 2010 will place a greater need on the recruitment and retention of older employees and will require even higher participation rates by females. With immigration becoming a declining source of skilled workers, a premium will be placed on technology and retraining to meet the labour market demands of the future.

c) Female Labour Force Participation

While the increases in female labour force participation have historically been in the lower paying occupations, this pool of talent will become increasingly important. The potential for change in this regard is very noticeable in the shifting male/female ratios now taking place within the College of New Caledonia student population.

With two-thirds of all jobs created between 1979 and 1989 being taken by females, female labour force participation increased from 48.7% in 1978 to 56.5% in 1988. However, this remains significantly below the male participation rate of 75%.

Job Growth 1979-89 *



Total Jobs: 291,000
* Average of Jan-Oct.
Source: Labour Force Survey, Statistics Canada

d) Technology and Labour Force Retraining

Surveys of employer groups have consistently stressed the need for higher levels of technological and skills training. With the increasing application of technology in the business world as it attempts to become more competitive in the marketplace and efficient in the use of its labour supply, there is a great premium being placed on such skills for entering employees and for employees in need of retraining.

This need would appear to be of central concern in the current Human Resource Development Project and was highlighted in the MAETT Environmental Scan of 1990:

"Learning is Becoming a Lifelong Process

A number of factors make it more and more necessary to treat learning as a lifelong process. These include:

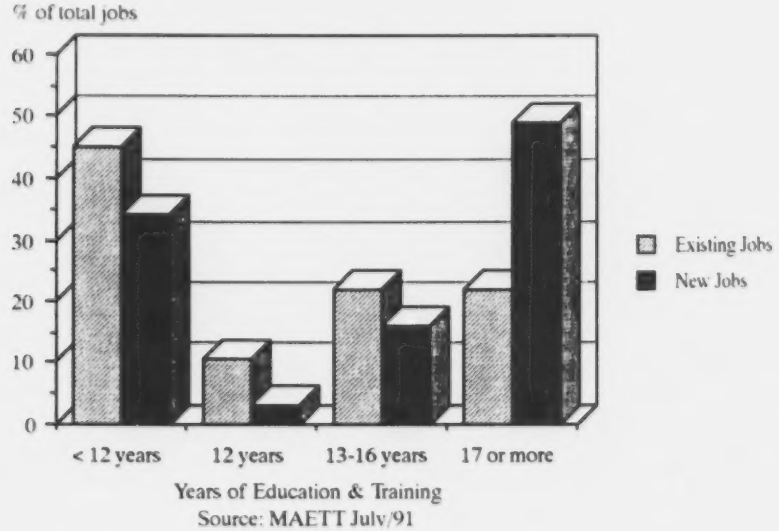
- Significant shifts that have taken place in the profile of occupational requirements - these will if anything accelerate in the future;
- Overall increases in the skill requirements of all jobs; and
- Expected increases in the pace of technological change in the future.

During the period from 1950 to 1980, the average worker experienced 2.1 changes in occupation over the course of his or her career. An individual joining the labour force today can expect at least five such changes. This has important implications for the role of labour market information, adjustment assistance, re-training and adult education. The ability of the system to deliver in these areas will be critical to both meeting the competitive needs of dynamic labour markets and the human needs of workers who must deal with an ever-changing environment."

e) Educational Requirements

According to Employment and Immigration Canada's study, Success in the Works, almost 50% of all new jobs created over the next decade will require 17 years or more of education and training.

1986 Existing Jobs and 1986-2000 New Jobs

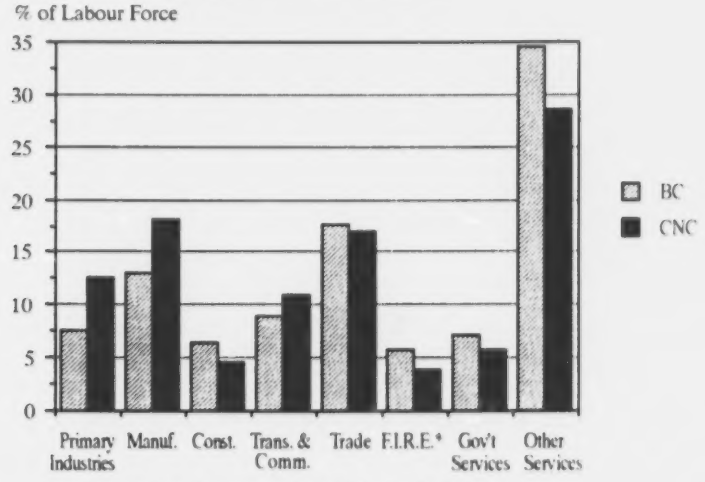


Source: MAETT July/91

f) Regional Labour Force

Similar to B.C. as a whole, clerical and retail positions are the most predominant occupation in the College of New Caledonia region. Unlike the province, however, positions in manufacturing and trades make up the second largest occupation category, while positions in primary industries and transportation and communications are greater than provincial ratios.

Labour Force Activity by Industry
New Caledonia & B.C., 1986



** Finance, Insurance & Real Estate Services*
Source: MAETT July/91

The trend, however, in the College of New Caledonia region is very similar to that for the province as a whole.

	% of Employed Labour Force			
	CNC Region		British Columbia	
Category	1981	1986	1981	1986
Managerial & Professional	17.1	19.7	20.6	24.9
Clerical & Retail	36.2	34.3	41.3	41.1
Primary Processing	15.4	16.9	9.4	9.5
Trades	23.2	23.1	19.7	19.2
Miscellaneous	7.7	2.0	6.3	2.1
Total Labour Force	100.0	100.0	100.0	100.0

Source: Tradarea, Compusearch, November 1990

While there are larger trends in labour force development, there has been continuous pressure throughout Central B.C. for more allied health professionals. Previous analysis has demonstrated this need, and while the numbers required may not be great, it is the type of regional training that colleges are well suited to provide.

Projected Employment in Selected B.C. Health Care Occupations

Occupation	1981	1986	1995	% Change 1986-1995
Nurses, Graduates	18,464	20,495	22,857	+11.2
Speech Therapists	326	328	365	+11.3
Physiotherapists	1,202	1,305	1,467	+12.4
Occupational Therapists	455	497	557	+12.1
Nursing, Other	2,420	2,516	2,831	+12.5
Pharmacists	1,452	1,601	1,790	+11.8
Dental Hygienists	3,411	3,713	4,252	+14.5

By 1995, projections indicate that 118,000 persons will be employed in the B.C. medicine and health industry, a 12.8 percent increase compared to 1986.

Source: Occupational Outlooks, COPS, Vol. 2, Summer 1987

The shortage of health professionals in central and northern B.C. is chronic. The following tables have been extracted from Rollcall 85, Rollcall Update 86 and Rollcall 87 as published by the Division of Health Services Research and Development, Office of the Coordinator of Health Sciences, U.B.C., 1986, 1987 and 1988.

Hospital Districts 2,4,15,17,23 and 27 are Bulkley-Nechako, Cariboo, Fraser-Fort George, Kitimat-Stikine, Peace River-Liard and Stikine respectively.

Selected Health Professionals Per Population

	1983	1985	1987
a. Audiologists and Speech Pathologists per 10,000 Population			
Hospital Districts 2,4,15,17,23,27	.42	.41	.57
Total Non-Metro B.C.	.43	.51	.69
Metro B.C. (Vancouver & Victoria)	.98	1.17	1.36
B.C. Overall	.71	.86	1.05
b. Health Record Personnel per 10,000 Population			
Hospital Districts 2,4,5,17,23,27	.90	.84	.77
Total Non-Metro B.C.	1.05	1.01	1.01
Metro B.C. (Vancouver & Victoria)	1.13	1.23	1.38
B.C. Overall	1.10	1.12	1.21
c. Physiotherapists per 10,000 Population			
Hospital Districts 2,4,15,17,23,27	1.84	2.11	2.21
Total Non-Metro B.C.	3.27	3.52	3.71
Metro B.C. (Vancouver & Victoria)	5.95	6.23	6.37
B.C. Overall	4.65	4.95	5.12

Note: Physiotherapists who hold memberships in the B.C. Society of Occupational Therapists are included in both the physiotherapy and occupational therapy sections of Rollcall.

	1983	1985	1987
d. Occupational Therapists per 10,000 Population			
Hospital Districts 2,4,15,17,23,27	.15	.27	.42
Total Non-Metro B.C.	.45	.58	.71
Metro B.C. (Vancouver & Victoria)	1.62	1.83	2.12
B.C. Overall	1.05	1.24	1.46
Note: Occupational therapists who have graduated from a dual program in occupational therapy and physiotherapy may be registered with the Association of Physiotherapists and Massage Practitioners of B.C. Such persons are included in "both" the occupational therapy and physiotherapy sections of Rollcall.			
e. Pharmacists per 10,000 Population			
Hospital Districts 2,4,15,17,23,27	3.27	3.17	3.73
Total Non-Metro B.C.	5.19	5.21	5.16
Metro B.C (Vancouver & Victoria)	8.98	8.86	9.47
BC. Overall	7.10	7.13	7.44
g. Registered Nurses per 10,000 Population			
Hospital Districts 2,4,15,17,23,27	55.96	61.44	56.03
Total Non-Metro B.C.	67.87	70.20	71.36
Metro B.C. (Vancouver & Victoria)	98.69	100.74	103.88
B.C. Overall	83.76	86.26	88.54
h. Respiratory Therapists per 10,000 Population			
Hospital Districts 2,4,15,17,23,27		.14	.09
Total Non-Metro B.C.		.38	.35
Metro B.C. (Vancouver & Victoria)		.67	.81
B.C. Overall		.53	.59

In none of the above health professions does North Central B.C. compare with the rest of Non-Metro B.C. let alone to B.C. as a whole or to Metro Vancouver and Victoria.

Health Personnel in Canada, published by Health and Welfare Canada, has over many years demonstrated that B.C. does not train health personnel at the same rate as does the rest of the country. On a per capita basis in 1985, B.C. ranked 7th in the production of Occupational Therapists and Physiotherapists, 6th in Respiratory Therapists, 7th in Pharmacists and 10th in Registered Nurses.

Actual production per 100,000 population in 1987/88 show the need for greater training opportunities in this area.

Actual Graduates and Rates per 100,000 Population - B.C. 1987/88 - Canada 1986

Category	B.C. 1987/88		Canada 1986	
	No.	Rate/100,000	No.	Rate/100,000
Audiology & Speech	15	0.51	186	0.82
Nursing - B.Sc.	214	7.33	1,844	8.20
Nursing - Diploma	696	23.85	6,152	27.38
Occupational Therapy	18	0.61	290	1.29
Physiotherapy	19	0.65	431	1.91
Pharmacy	110	3.76	531	2.36
Respiratory Therapy	22	0.75	256	1.13

Source: Production - 87, Health Manpower Research Unit, U.B.C., March 1988

E. UNIVERSITY OF NORTHERN BRITISH COLUMBIA/NORTHERN COLLEGES CONSORTIUM

The establishment and announced opening of the University of Northern British Columbia in 1993 is a major factor in planning the future of the College of New Caledonia. There are a number of areas that affect the College:

- UNBC Program and Course Offerings
- Co-operative Programming and Ventures
- Laddering and Residency Requirements

1. UNBC Program and Course Offerings

The University of Northern British Columbia has determined to be selective in its program and course offerings. In doing so, it has decided to pursue excellence and post-graduate studies in a limited number of areas.

Proposed Program Areas - UNBC

1. Graduate Studies and Research
2. Natural Resources and Environmental Studies
   - Biology Studies B, M
   - Geography B, M
   - Tourism B, M
   - Environmental Studies B, M
   - Forestry B, M
3. Management and Administration
   - Public Administration B, M
   - Political Science B, M
   - Economics B, M
   - Social Sciences
   - International Studies B, M
   - Business Administration B, M
   - Health Administration B
   - Self-Government Administration B
4. Health and Human Services
   - Social Work B, M
   - Psychology B, M
   - Nursing B, M
   - Physiotherapy B
   - Education
5. Arts and Sciences
   - History B, M
   - Math and Computer Sciences B, M
   - English B, M
   - First Nations Studies B
   - Anthropology B, M
   - Archeology B, M

B = Bachelors, M = Masters

To the extent that it is important for the College to know what programs and courses UNBC will be offering in 1993, it is no less important to know what UNBC plans specifically not to offer or to offer sometime in the future. The two institutions must work in close harmony in order to maximize the benefits of the University on the north.

Program and Course Exclusions - UNBC

- Fine and Performing Arts
- Physical Education
- Philosophy
- Sociology
- Criminology

2. Co-operative Programming and Ventures

UNBC has initially limited itself to 150 faculty and has determined that it is in its best interest to use as many of the present college resources as possible. The more academic programs and courses that remain in the colleges, the more flexibility is provided to UNBC. As such, UNBC will only be offering First and Second Year courses that directly support their specific program areas. The University does not foresee any change in the current methods of delivering First and Second Year courses through the three northern colleges.

To facilitate total program planning and to avoid unnecessary competition and duplication in Northern B.C. post-secondary education, the four northern institutions and the Open Learning Agency have formed a consortium called the Northern Colleges, Open Learning Agency and UNBC President's Council. This Council has already undertaken a joint computer facilities study and has also turned its attention to program laddering and articulation. It is expected that this Council will concern itself with all areas that require co-ordination and co-operation in inter-institutional affairs.

3. Program Laddering and Residency Requirements

UNBC has planned to offer laddering opportunities for college career/technical students. This would be an important step for post-secondary in B.C. and would offer much greater access to university educational opportunities for students who have a quality educational background.

At this time, laddering opportunities are being planned for Nursing, Social Work, Business Administration, Applied Science, Forestry and Environmental Studies. To facilitate laddering opportunities, UNBC is also reviewing its degree residency requirements. In this regard, it is expected that only the final five courses would have to be taken from the University for degree completion. This will offer an outstanding opportunity for college students.

III. INTERNAL ENVIRONMENT SCAN

A. FACILITIES AND EQUIPMENT

College physical facilities are in need of expansion, renovation and repair. In addition to expanded instructional space at the Prince George Campus, there are identified needs to provide more student and staff facilities, a Student Union Building, Student Housing, rationalized and expanded Library and Student Services areas, as well as improvements to the physical appearance of the campus. Regional Campus facilities in Burns Lake, Quesnel and Mackenzie are also in need of expansion to cope with the growing enrolments in those areas.

Outdated and worn equipment has become an increasing problem as funding has been restricted. Many programs that are technology-intensive are not in a position to offer the level of education and training that would be desirable in a competitive world. Our students are being disadvantaged as a result of the College's inability to provide modern and up-to-date equipment for their use and training.

The dual problems of inadequate space and outmoded instructional equipment have resulted in a denial of access to college programming for many students, have led to a decreasing quality of both student and staff life on campus, and have damaged the educational integrity of those programs that rely on modern equipment that is in good repair as part of their instructional curriculum.

The production of the Master Site Development Plan and subsequent proposals for more detailed study and the ultimate construction of needed facilities, as outlined in Section VII, is seen as a major priority for the College of New Caledonia in the near term.

B. INTERNAL RELATIONSHIPS

The climate in any institution affects the ability to deliver quality instruction. New systems and organization have been put in place. However, in order to further enhance the climate, an internal human resource development strategy must be implemented. College personnel have worked the better part of their careers at CNC and have not had sufficient opportunity to upgrade their skills to keep up with the changing demands. Until this and related issues are adequately addressed, internal climate issues will always be present.

C. INTER-INSTITUTIONAL COOPERATION

In order to serve the needs of the region and the province in an efficient and effective manner, the post-secondary system must be highly coordinated. In the North, this coordination becomes increasingly important due to the relatively dispersed population and the diversity and magnitude of needs to be served in a climate of fiscal restraint. CNC has developed some close ties with several institutions in order to better serve the people of the region. The affiliation agreements with the Nicola Valley Institute of Technology and the Yinka Dene Language Institute are examples of cooperation and coordination.

The most intricate and politically sensitive arrangements are being developed with UNBC, OLA and the northern colleges. This group of institutions has the potential to develop and deliver a cadre of programmes and courses responsive to northern needs. The spirit of cooperation has developed and prevails. It is imperative to maintain the present climate in order to realize the potential provided by the presence of a new university in the north.

In addition to promoting co-operative relationships with regional institutions, the College of New Caledonia will continue to pursue degree granting options in areas that are complementary to UNBC.

D. SERVICES TO STUDENTS

Services of all types to students were the first casualties of the budget restraints of the 1980's. There is a need to re-emphasize those services to students that contribute to a total college experience, both in terms of quality of life and in terms of student success. To this end, the College is in the process of returning to a comprehensive Student Services division that will concern itself with such issues as success, orientation, retention, student tracking, at-risk programming and activities that enhance student life. As examples of this, the College has recently introduced a full day of student orientation, a student success program based on the Master Student model and has returned to a limited schedule of inter-collegiate athletics.

Other support services such as Financial Aid and Awards, Student Placement, Co-operative Education, Food Services, the Bookstore and the Library are also seen as being very important elements in contributing to student success and student life on campus and require emphasis.

These priorities are seen as very important in terms of accountability and formula funding. The more successful our students can be, the more our graduates will be in demand. Similarly, the more students the College is able to retain to graduation, the greater will be the benefit to the College in terms of enrolment and funding.

E. FUNDING

The present system of providing funding for the operation of CNC is inadequate in two general ways - one, the level of funding is too low, and two, the funding formula does not recognize the present realities. The funding for facility development and maintenance, and for the purchase of new equipment and replacement equipment, is also woefully inadequate. The present joint CCEO and Ministry Committees addressing these issues must have a quick response from government. CNC and the system generally is at a state where we are in danger of losing our credibility within the community.

F. HUMAN RESOURCE DEVELOPMENT

There are two general aspects to this issue. The first is the development of the general work force, the other is the development of the human resources within the system. The first aspect of this issue is being addressed by the Ministry's Human Resource Development project. However, the second aspect is not being adequately addressed.

This issue was raised under "Internal Relationships" but it deserves another mention. Long term employees who have devoted their working lives to the College system are now finding themselves falling behind professionally. A comprehensive professional development plan must be developed and implemented to address this problem. Several years ago the Ontario college system addressed the issue. The B.C. system should take their lead.

G. PRIVATIZATION OF TRAINING

The present initiatives of the Federal Government through the Labour Force Development Council have the potential to damage the college system. Colleges must be in a position to compete with private companies. Crowded facilities, outdated equipment, faculty contract provisions and lack of quality standards by funding sources will place or have already placed the college system in a severely disadvantaged position.

H. MANAGEMENT INFORMATION SYSTEMS

The management of a college is extremely complex. It is necessary to have current accurate data to make informed decisions. The present hardware and software does not permit this to happen. Programme costing is virtually an impossibility. Linking revenues to expenditures by cost centre is difficult at best. Presently the northern colleges and UNBC have embarked on a joint initiative that would go a long way to resolving management information problems. The proposal presented to the Ministry in August would resolve many of the problems identified by college personnel and auditors, provide additional avenues of cooperation and coordination for the northern institutions, all at very little on-going increased incremental costs.

I. INSTITUTIONAL EVALUATION IMPLEMENTATION

Subsequent to the Institutional Evaluation of 1988/89, a process was put in place to ensure that the recommendations of the evaluation were kept in the forefront of college planning and management. As such, the process of implementation and the major issues identified in the evaluation are all key internal elements in the future of the College. The major internal issues in the Evaluation which will receive ongoing attention include: Marketing, Advisory Committees, Board Access and Structure, Course Range, Internal Communications, Internal Organization and Coordination, College Goals, Facilities and Equipment, Faculty, Instructional and P.D. Issues, Program Evaluation, Faculty Evaluation, Support Service Evaluation and the Institutional Evaluation Process.

IV. COLLEGE-WIDE GOALS & PRIORITIES

A. FACILITIES AND EQUIPMENT

- Proceed with the planning and construction of additional facilities as outlined in the Master Site Development Plan.
- Continue the development of Regional Campus facilities to meet increasing enrolment demands.
- Actively seek adequate funds to update and replace instructional equipment to a level suitable for program needs.
- Pursue additional funds to implement a comprehensive building maintenance and grounds program.

B. INTERNAL RELATIONSHIPS

- Encourage and develop internal structures and organizations which lead to greater levels of co-operation and communication within the College.
- Emphasize a strategy to provide for the development of all College personnel to provide them with the necessary skills to keep up with changing demands.

C. INTER-INSTITUTIONAL COOPERATION

- Continue to support and develop closer ties and affiliation agreements with such institutions as the Yinka Dene Language Institute and the Nicola Valley Institute of Technology.
- Actively encourage the coordinated development of post-secondary education opportunities in and for North/Central British Columbia in a fiscally responsible way through cooperative arrangements with the O.L.A., the University of Northern British Columbia and the two other Northern Colleges.
- Continue to pursue degree granting options in areas that are complementary to UNBC.

D. SERVICES TO STUDENTS

- Establish a comprehensive Student Services Division.
- Develop an integrated program of orientation, student tracking, at risk programming and other proactive activities which lead to higher levels of student retention and success.
- Expand activities and programs such as inter-collegiate athletics which contribute to a higher quality of student life.
- Emphasize the development of College Support Services such as the Library and Bookstore which assist in student success.
- Increase opportunities for integration of students with disabilities in all program areas.

E. FUNDING

- Pursue changes to the funding formula which more accurately and adequately address the present realities that face the College.
- Press for specific program funding for such areas as Co-operative Education which are currently not recognized, and continue to operate the College in a fiscally responsible manner.
- Through the current joint CCEO and Ministry Committees, address the pressing need for adequate funding for the purchase of new and replacement equipment for both instructional and management requirements, especially in the area of computing.
- Develop and pursue a fund raising program that will contribute to enhanced opportunities for students at the College.

F. HUMAN RESOURCE DEVELOPMENT

- Support the Human Resource Development project currently being sponsored by the Ministry.
- Develop and implement a comprehensive professional development program for all College personnel.

G. PRIVATIZATION OF TRAINING

- Explore ways that the College can, on the one hand protect itself, and on the other promote its advantages, in the face of present pressures to open training to private companies.
- Strengthen relationships with industry in the support of current training and in the development of new training opportunities.
- Provide the climate and structures for a more coordinated and comprehensive Community Education program.

H. MANAGEMENT INFORMATION SYSTEMS

- Develop cooperative systems with UNBC and the other Northern Colleges that provide timely and accurate management information as well as providing for expanded and networked instructional and administrative systems.

I. INSTITUTIONAL EVALUATION IMPLEMENTATION

- Through continued support for the Institutional Evaluation Implementation Committee, ensure that all major issues identified in the 1988/89 study are kept in the forefront of College planning and operations.

V. PLANS BY ADMINISTRATIVE UNIT

A. ACADEMIC PROGRAMS

The following divisional plans have been developed by the individual divisions concerned, with reference to the Master Site Development Plan which was produced in a consultative manner under the direction of the Resource Planning Group during 1990/91.

1. Division of Business

This division includes the following program and service areas: Accounting and Finance, Computer Information Systems, Commerce, Cook Training, Economics, Marketing, Management, Office Administration, Tourism, International Education and Food Services.

The priorities for the division over the next three years are as follows:

- Cook Training
  - take stock of capital equipment to determine its relevancy to modern cooking technology
  - examine the feasibility of providing technology transfer to local industry
  - examine the role this area would play in a new Tourism program
- Office Administration
  - examine the feasibility of providing a second year option leading to a Diploma in Office Administration under the Business Administration program
  - examine the feasibility of implementing a semesterized program
  - establish an advisory committee to help with the above and to enhance the relevancy of today's program
- Business Administration (all options)
  - examine the feasibility of converting to a semesterized program in terms of student needs and economic operational criteria, and implement the conversion if feasibility is proven
  - increase the visibility of faculty with Co-operative Education employers
  - establish advisory committees of professionals to enhance the relevancy and credibility of programs and to raise the profile of the programs throughout the region and Province
  - establish an articulation process with the University of Northern British Columbia to create a viable degree option for Business Administration graduates
  - maintain a liaison and establish new ones with other colleges to enhance the transferability of CNC courses to other colleges' programs
  - contribute significantly to the overall marketing of CNC programs in the schools and in the community with the idea of maintaining and increasing enrolment and encouraging people to continue with post-secondary education

2. Division of Dental Studies

This division includes instructional programs in Dental Hygiene and Dental Assisting. A Dental Receptionist course is currently offered through continuing education. Employment demand for Dental Hygienists will increase while demand for Dental Assistants is projected to remain steady. Graduates of the Dental Receptionist course are well received but employment prospects fluctuate.

Priorities for the Division include:

- Within three years the division expects to offer all three of the above programs, plus re-entry programs where required. Where possible, programs will be integrated
- The current facility will be used for increased continuing education by the dental community, thereby increasing the wear and tear on equipment. An equipment technician program could be dovetailed with trades to meet both CNC needs and those of the community
- The Dental Hygiene program will investigate the feasibility of moving from a Trimester system to either Open-Ended Competency Based or to a Semester system
- The feasibility of increasing the enrolment in the Dental Hygiene program through the creative use of facilities will be explored.

3. Division of Nursing

This division offers instructional programming in Nursing at both the Prince George and Quesnel campuses of CNC. In addition, the CNC Nursing program is being offered at Northwest Community College.

There will be modest growth in Nursing enrolments through 2000 at which time it is anticipated that all newly graduated nurses will be required to have a degree in Nursing.

Areas of emphasis and opportunity include:

- The advent of the Nursing degree program at UNBC will afford an opportunity for a cooperative relationship between CNC and UNBC as well as with Northwest Community College and Northern Lights.
- The development and modification of the present nursing program will reflect the needs of northern communities and of the nursing profession. Collectively, all nursing programs will be planned such that the need for new and existing programs is balanced with suitable clinical experiences.
- An identified program initiative is a Post-Basic Nursing (Gerontology) progam.

4. Division of Technologies

This division comprises programs in Forest Resource Technology, Engineering Graphics and Design Technology, and Electronics Engineering Technology. All programs are at or close to operating capacity in terms of enrolment. The opportunities for laddering and the spin-off effects from the establishment of the University of Northern British Columbia are expected to have positive effects on technology enrolments. Increasing concern with environmental matters will result in a demand for new programs which recognize more global issues and provide training to those interested in environmental monitoring positions as well as positions which recognize the strengths of generalists.

In light of the above, the division sees some important program changes and new program possibilities:

- The Division is planning for the re-organization of the existing Forest Resource Technology program to provide a second option. The program would become Natural Resource Management with Forestry and Environmental options
- A one-year Renewable Resource Technician program is envisioned which would assist in the transition of students with weak academic backgrounds to either the workplace or further studies in the Technology
- Other program proposal initiatives include:
  - Geographic Information Systems Technician
  - Industrial Safety Engineering Technology
  - Electronics Repair Technician
  - Applied Graphic Art

5. Division of University Transfer Arts

This division offers instruction in Anthropology, Criminology, English, French, History, Philosophy, Psychology, Physical Education and Sociology. The division is also the contact point for NewCalTech, which is the co-operative Education program with Simon Fraser University.

The primary purpose of the program areas in this division is the development of the skills of analytical and critical thinking, and oral and written communication required for future success. Enrolment growth is seen as a result of population increases, enrolment quotas at the universities, student recognition of the value of higher levels of education and the development of the University of Northern British Columbia.

Specific plans and objectives include:

- Revival of courses in Political Science and the introduction of second year courses in French and Anthropology
- Encouragement of reading, critical thinking and writing across the curriculum
- Increased efforts to encourage growth in second year enrolments
- While the development of the University of Northern British Columbia may change the way teacher education is provided in the Central Interior in the future, the need has been demonstrated and the effort will continue.

6. Division of University Transfer Sciences

This division offers instruction in Applied Sciences (Engineering), Astronomy, Biology, Chemistry, Computer Science, Dendrology (Forestry), Geography, Mathematics and Physics to students wishing to pursue a variety of science degrees. While offered courses have direct degree applications, they also act as service courses to a number of program areas.

The introduction of a Science One program for gifted students is expected to pay dividends for the entire division in terms of both expertise and retention. Enrolments in general are expected to grow, although possibly at a more moderate rate than some other areas given the changing male/female ratio at the College. The next three years especially are seen as growth years with the prospect of the University of Northern British Columbia creating added interest. Expected increases in post-secondary participation rates for northern British Columbia could well encourage continued growth in demand for both first year and second year science courses at CNC.

The following future trends are expected:

- Demand for first-year courses in Biology, Chemistry, Computer Science, Geography, Mathematics and Physics should continue to increase.
- Enrolment in most second-year courses should significantly increase.
- There will likely be a modest increase in demand for first-year Applied Sciences, Astronomy and U.T. Forestry.

The following potential future developments are suggested:

- The need for additional second year courses in Biology, Chemistry, Geography, Mathematics and Physics should be investigated and a first-year Environmental Geography course should be developed
- Complete second-year U.T. Forestry should be offered (CNC already possesses transfer credit for Geography 204, one of the required courses)
- Consideration should be given to the re-introduction of first-year Geology courses, since the College already possesses a satisfactory rock and mineral collection and assorted laboratory equipment, presently housed in the Geography Lab. Such courses traditionally satisfy laboratory science requirements for Arts and Education students.
- The Science One program should be expanded to include specially-designed lecture sections in Biology, Chemistry, Mathematics and Physics.
- The Mathematics Laboratory (presently housed in the Developmental Studies Centre for a limited number of hours per week) should be established in a facility specially dedicated for that purpose.

7. Division of Human Service Programs

This division includes programs and services in Early Childhood Education, Adult Special Education Services, Social Services, Native Initiatives and Programs, Job Entry Training, Target, Long Term Care Aide/Home Support Worker and the Daycare Centre. An overriding goal for the division is to extend opportunities to the College region where the need for services and the demand for programming is high. Efforts will be made to meet the educational needs of First Nations students through the development of innovative programming that will increase accessibility to educational opportunities and the College as a whole. Integration and increased accessibility will remain the guiding principles of Adult Special Education.

The primary objective of the programs within this division is to encourage students to develop the interpersonal and critical thinking skills necessary to work effectively with people. Employment opportunities are excellent in all program areas and the response to graduates has been overwhelmingly positive. There is continuing pressure for more training opportunities in Human Service Programs.

Specific goals and objectives include:

- Social Service Programs
  - development of a Native Social Work specialty program
  - summer institute to train classroom aides/special education assistants already employed in the local and regional school districts
  - development of a Native Teachers Aide Program to be offered in Burns Lake
  - development of additional diploma specialties including Addictions, Counselling, Corrections, Developmental/Psychiatric Disabilities
  - develop a laddering articulation arrangement with UNBC in the area of Social Services/Social Work
  - complete articulation process with other college and university programs
- Early Childhood Education/Daycare
  - further development of the Under Three Post Basic Program into both full-time and part-time program
  - development of a two-year diploma program in E.C.E.
  - expansion of Daycare services to include an Under Three Program
  - Daycare to move into new facilities
  - complete articulation process with other community colleges and UNBC Education faculty
- Long Term Care Aide/Home Support Worker Program
  - develop a bridging program to upgrade the qualifications of home support workers to a level consistent with the Long Term Care Aide curriculum
  - develop the curriculum for a Core of the Mentally Fragile Program
  - participate in the development of a Community Health Representative Program for Native students
- Native Initiatives and Programs
  - pre-entry program for Native students interested in a career in the Human/Social Services and the Health Sciences
  - Native Teachers Aide Program in Burns Lake
  - support/study group for Native students studying on Prince George campus
  - upgrading and pre-entry programs in the Sciences and Technology areas

- Adult Special Education
  - develop a vocational assessment program
  - provide Adult Special Education services in Burns Lake and Mackenzie
  - increase specific skill training opportunities for individuals with mental handicaps in integrated settings

8. Division of College Foundations

Programs in this Division include Adult Basic Education, English Language Training, General Education Diploma, Volunteer Adult Literacy Training and Community Education. Service areas include the Developmental Studies Centre, Prince George Regional Correction Centre, Invigilation Services and the Pre-Natal Program.

The programs in this division are designed for people seeking to acquire basic language and literacy skills, to complete a secondary school education, or to acquire the skills prerequisites to other College programs. With the increasing educational requirements necessary to do well in an evermore competitive world, and the tremendous need for skills upgrading in the College region, there will be continued growth in this area.

Three year priorities include:

- Diversify the methods of instruction (adult learning centres, store front locations, increased usage of the Whole Language approach to education) to meet the growing needs of an increased number of students
- Introduce new programs and expand existing programs for students (i.e. Economics, Consumer Law, Fundamental Math)
- Introduce a full time advanced level English Language Training class to act as a bridging course between ELT and ABE
- Maintain the flexibility needed in English Language Training to meet the cyclical needs of students
- Increase the articulation of the English Language Training curriculum with other B.C. colleges.

9. Division of Trades

The Trades division offers apprenticeship training at all four levels for Carpenters, Electricians, Millwrights, Automotive Mechanics and Heavy Duty Mechanics. The division also offers level A, B and C, plus upgrading for Welders, Class 4 Power Engineering Certificate, Entry Level Carpentry, Electrical, Millwright and Machinist programs and Co-operative Advanced Apprenticeship Training (CAAT) programs for Automotive and Heavy Duty Mechanics. Upgading programs for industrial clients and part-time students are offered on a cost-recovery basis through the Continuing Education operation of the Trades Division.

Demand for full-time day programs has increased steadily over the past two years and there is a substantial market for contract training for industrial clients and other part-time students throughout the College region.

The provision of expanded facilities and updated equipment for Trades training is well documented in the Master Site Development Plan and many of the goals of the division are predicated on this expansion and upgrading:

- Consolidate programs currently offered at the Ogilvie site on the main campus.
- Commence a Co-operative Advanced Apprenticeship Program (CAAT) in Commercial Transport.
- Commence Machinist Apprenticeship training as per the recommendation of the Machinist Trade Advisory Committee.
- Expand all levels of Welding to accomodate the extensive waitlists in this program area over the past three years.
- Expand Trades Continuing Education offerings to meet regional market demands.

B. ADMINISTRATION

1. Financial Services

Financial Services is responsible primarily for maintaining accurate and reliable accounting records and periodically preparing appropriate reports thereon. With the gradual increase in volume and complexity of information required, it is essential that the systems keep up-to-date, particularly with computer applications.

Areas of priority include:

- Modernization of the payroll system and integration with a personnel system.
- Emphasis on staff training to ensure that the necessary skills are always current and that systems are continually updated to meet College requirements.

2. College Store

The College Store sells textbooks, stationary, clothing, giftware and various other items to the College community and outside customers. The store also deals with mail orders and special orders. The store has the ongoing goals of meeting the needs of College staff and students, as well as making a financial contribution to the operation of the College.

Some goals include:

- The primary goal in the next three years is to re-locate the store to the main campus building, where it will be more accessible to customers and have better display and storage facilities.
- Plans are underway to increase the computerization of the store through establishing a point of sale inventory system.
- Further development of the staff's computer skills is a continuous objective as database systems will be set up to provide more information on sales and purchases.
- The store plans to expand its service to the College community by increasing the variety of items carried.

3. Purchasing

As the primary function responsible for all College purchasing and printing, Purchasing has a number of individual and continuous goals.

- Efforts will continue to streamline procedures and provide informative and current information on purchases through the development of computerized database systems.
- Investigation of the concept of a central stores will be undertaken.
- The printroom will continue to grow in volume and the planning of replacement equipment will continue on a life cycle based system. A yearly review of copying equipment and requirements is a necessity.

4. Building Services

The Building Services Department provides maintenance service, grounds maintenance, telephone service, custodial services, a vehicle pool, receiving services and security.

Primary goals include:

- As a result of the completion of the Master Site Development Plan, there is the expectation of a major expansion and the removal of the portable buildings.
- The department expects to add some additional land and parking lots to the campus.
- Work is progressing on seeking proposals to erect student housing on campus.

5. Computer Services

Computer Services responsibilities include the ongoing support and maintenance of all computer facilities throughout the College. Overriding goals are to ensure that the VAX computer systems and microcomputer facilities are maintained at the most current level of operating software, to maintain hardware at peak efficiency and to maintain all application programs current.

Three year goals include:

- Assist in the joint Northern British Columbia Shared Systems Facility and Communications Network study that, in support of all northern post-secondary institutions, will:
  - share the resources of a central computer center, shared applications and a shared vision to support academic and administrative needs for information systems.
  - share a communications network that will allow access to the central computer center, and facilitate the sharing of complementary student information
- Develop a College wide Network plan to integrate all computer facilities including the mainframe and the different microcomputer platforms. In conjunction with the Academic and Administration plans, it is an objective to install resources to increase the availability, flexibility and supportability of all computer facilities

- Upgrade the microcomputer labs to the appropriate level of system and software technology, with enhanced facilities for an improved learning and teaching environment
- Improve the knowledge of computer systems to enable the department to assist the user community with the evaluation and implementation of computer solutions and to provide a higher level of service.

6. Human Resources

The purpose of the Human Resources Department is to provide an all-encompassing human resources service to the College. This includes recruitment, employee orientation, compensation management, training and development, employee relations, which includes contract negotiation and administration, and the coordination of health and safety programs.

Departmental priorities include:

- Replacement of the current Human Resources Information System with one that integrates or interfaces with the payroll and registration systems.
- Plan and implement a comprehensive Employee Assistance Program that includes a wellness program.
- Implement a comprehensive orientation program which will include a partnered process in monitoring on-the-job orientation, performance and feedback.
- Review the College's performance review system to allow the integration of reviews with development plans and training and development programs.
- Streamline the functioning of health and safety programs, to include the coordination of fire wardens and a workable disaster plan.

C. PLANNING AND STUDENT RECORDS

The College of New Caledonia is currently undertaking a study to make recommendations with regard to the development of an Enrolment Management System at the College. It is expected that this study will lead to the establishment of an integrated student services function which is seen to have the welfare of students as its primary responsibility. Student success and retention for an increasingly diverse college population is seen as an over-riding concern.

In the absence of a revised structure, the current Planning and Student Records Division does have the majority of components of such a function and will be used in this plan.

A number of previous documents and planning exercises have been used in compiling the objectives for Counselling and Student Advising, Financial Aid and Awards, Student Placement, Admissions, Registration and Records, Employment Skills and Co-operative Education, and Institutional Planning and Research. These have included: Institutional Review 1988/89, the Task Force on Student Success, Mission of Counselling Services for the 1990's, Student Success 800 Programme, CNC Career Centre Proposal, Annual Reports, The Canadian Association of College and University Student Services position paper on the Mission of Student Services, and other documents primarily associated with budget development.

1. Counselling and Student Advising

Counselling Services' primary goal is the teaching of strategies whereby students can gain insight, solve problems, make decisions, change behaviour and accept responsibility.

Advising is currently composed of three inter-related activities: planning, programming and scheduling for all programmes. Student success, orientations, and career planning resources are also considered an integral component of the advisor's role.

The Mission of Counselling Services for the 1990's listed a number of activities or areas for which the service saw the need for continued growth or expansion. These included:

- Recruitment Assistance and Liaison
- Student Orientation Programming
- Student Assessment
- Student At Risk Programming
- Counselling of all types
- Educational Advising
- Career Development and Planning
- Health and Wellness Services
- Student Socialization Activities
- Conflict Resolution
- Career Centre
- Student Success Instruction

Of these areas, the following are seen as priorities in the next three years:

- Student Assessment and Student Success Instruction

  The need to provide meaningful assessment and instruction to contribute to student success is paramount. To this end, the College has recently introduced a new program - Student Success 800 - which will provide students with assistance in reading/study skills, exam taking skills, time management, writing skills, note-taking skills, listening skills and the like to provide students with some tools to be more successful. Expansion of this concept will be a priority and will be further explored as part of the Student Services Review.
- Student At Risk Programming

  It is a priority to develop a program whereby students at academic risk can be identified quickly and provided with appropriate and timely assistance. Such a program will involve Admissions, Registration and Records for tracking, Counselling for needs identification and guidance, the program area for support, and other College-wide resources for assistance as appropriate. Such a program should focus on prevention rather than remediation.
- Educational Advising:

  The future emphasis of the service will be to provide more student advising and educational goal setting. Successful students are most often those with achievable goals that are appropriate. The distinction between advising and counselling activities is to be more clearly articulated.
- Student Orientation

  Effective orientation has been demonstrated as one of the major keys to student success. The College has made strides in the area of student orientation over the past number of years and with the introduction of the Opening Day program started in 1991. The continued development of orientation programming will remain a priority.
- Career Centre

  If facilities can be provided, it is the intent of Counselling Services to develop a Career Centre of appropriate resources to assist students in making the transition to a chosen career or educational path. Such a Centre is seen as key to a successful advising function.

2. Financial Aid and Awards

This service has responsibility for all financial and student awards programs at the College. The service attempts to ensure that financial aid funds are administered with the highest level of integrity, is an advocate for the needy and disadvantaged, provides equitable and fair service to all those requesting financial aid services, and provides assistance to those who support the College through grants and awards.

The goals for this service are, in many cases, outside the control of the College, but will remain in the forefront:

- Reduce the waiting time that students face between application and the receipt of financial aid.
- Continue to lobby through appropriate organizations for a review and adjustment to the aid limits.
- Extend Financial Aid Services to more students throughout the College region.
- Promote the availability of student awards throughout the College and provide assistance for the continued growth of the College's award program.

- Take part in all efforts and initiatives to make the Financial Aid System in B.C. more efficient and effective.
- Explore the use of student assessors to expedite the application process during the summer.

3. Student Placement Services

The main emphasis of Student Placement is the promotion of College programs to potential employers for career, part-time and summer employment opportunities. In addition, the Student Placement Office will continue to coordinate the work study and tutoring programs currently in place.

The objectives for this service revolve primarily around the expansion of existing activities:

- Significantly expand Career oriented presentations at the College.
- Integrate Tutoring Services with any developed Student Success Centre.
- Assist in the development of a new Career Centre if such a centre becomes feasible.
- Expand employer contacts and continue to push for an on-campus interview facility.
- Take part in and promote programs designed to assist students in job search skills, resume preparation and interviewing skills.
- Extend Placement Services to regional campuses as appropriate.
- Take part in the development of an Alumni Office if such an office is established.

4. Admissions, Registration and Records

Functions associated with the Office of Admissions, Registration and Records include: Admissions, Registration, Student Records, Room Bookings, Cashier, Continuing Education (Registration/Admission), ID pictures. In addition, it is expected that this area will play a key role in Student Success-Tracking and Follow-up, the implementation of a Tele-registration system, and integrated regional registration systems.

No area of the College has been more heavily affected by growing enrolments and it is expected that the majority of objectives for this area will have a staffing implication:

- Extend business hours to the evening to more effectively service Continuing Education students.
- Take an active role in a region-wide Registration System including CNC, Northwest Community College, Northern Lights College and the University of Northern British Columbia.
- In conjunction with the above, extend on-line registration opportunities to the College region.
- Explore and introduce if feasible, a Tele-registration system.
- Take part in the Student At Risk Program through the development of a Student Tracking System which will effectively identify and track students in academic difficulty. This will be a primary requirement of any new system that may be introduced within the College to replace SRS.
- Review all procedures, documentation, and correspondence in light of the goals of the College as a whole.

- Centralize and maintain all documentation associated with transfer and articulation arrangements.
- Form a Facilities Review Committee to ensure the most effective use of College instructional resources.

5. Employment Skills and Co-operative Education

The Employment Skills and Co-operative Education Department provides full-time paid work experience directly related to students' programs, career goals and abilities, as well as an extensive in-class curriculum in employment skills, career skills, and life skills training. The objectives for these program areas most directly stem from a rapid growth in enrolment and demand for these programs as well as a need to refine and enhance strategies and resources available to ensure quality programming.

- To continue to expand the total number and diversity of participating employers. This objective is critical in the light of increasing enrolment and structural changes in the labour market.
- To continue to enhance and develop the diversity of resources and strategies available to students in all Employment Skills and Career Skills programs.
- To investigate the feasibility of orderly and approved introduction of Employment Skills and Co-operative Education to additional CNC programs.
- To continue to expand Career Skills programming within funding and other resource constraints.
- To continue to access funding in support of Employment Skills and Co-operative Education programming.

6. Planning and Institutional Research

Functions associated with Planning and Institutional Research include: Enrolment Data generation, Institutional Research and Report Writing, Multi-Year Plan Development, Enrolment Forecasting, Data Collection and Storage, Survey Administration, Systems Support, and Management Information generation.

This function is now in a position where it should evolve to the next step of sophistication in terms of its capabilities and services.

- Implement a Student Follow-up analysis program that can be an integral part of program reviews.
- Develop more data analysis and statistics capabilities.
- Introduce a survey design and analysis function that can be used by the entire College.
- Regularize report generation and institutional research outputs.
- Introduce a Desk Top publishing capability to better present research findings and reports.

D. RESOURCE CENTRES

College Resource Centres provide learning resources and related services and facilities to support CNC instructional programs and the academic needs of the community at large.

Facilities include a main campus library in Prince George, 4 satellite campus libraries, and a centralized Instructional Media Services operation.

The Resource Centres enjoy a high profile and statistics point to particularly heavy increases in use in the past three years (ranging from 4% in orientation to 12% in library circulation and 26% in media equipment circulation). These increases reflect not only the growth in College enrollments, but the addition of more research-oriented second-year courses, the trend to more use of media in and out of the classroom, and continued use of facilities and services by the community.

Priorities for the Resource Centres over the next three years include:

- UNBC - UNBC's library is expected to open in Fall/93. In the interim, CNC, along with the two other northern colleges, will be working closely with the University on cooperative resource-sharing initiatives.
- Region - Regional library and media services will need to be expanded to address increases in regional campus enrolments. A survey conducted in Spr/91 identified needs and priorities, and led to the development of a longer-term plan which is now being implemented.
- Facilities - Overcrowded facilities at the main campus were taken into account in the 1991 Master Site Development Plan, and this will continue to be a high priority. Regional library expansions in Vanderhoof (1991), Burns Lake and Mackenzie will also be undertaken as space becomes available.
- Funding - Factors such as inflation, a new tax on learning resources, and a status quo budget have had a particularly severe impact on the Resource Centre's Acquisitions program. Plans are to seek extra funding through new program proposals, the budget process, and provincial LRC funding studies.
- Technology - Increased reliance on CD-ROM, on-line databases and dial-up services will lead to an even greater emphasis on staff and patron training programs.
- Interlibrary Loan - Provincial Electronic Library Network catalogues are expected to lead to increased demands for interlibrary loan services and a review of budget and staffing impacts will need to be undertaken.
- Media - Instructional Media Services is expected to face dramatic increases in the area of production and desk-top publishing, and a College-wide plan for these services will be required.
- Instruction - Term paper clinics and specialized class orientations will be expanded to meet growing demands in these areas. A particular goal of the Instruction/Orientation department is to develop a library skills component for the new Student Success 800 program.

E. REGIONAL CAMPUS OPERATIONS

There are currently four Regional Campuses in the College of New Caledonia network. These operations are centred in Burns Lake (Lakes District), Mackenzie, Quesnel, and Vanderhoof (Nechako) and continue to grow in terms of their overall contribution to the College. Regional Campuses now account for 13.9% of all Full-Time Equivalent Students generated by the College and are projected to grow at a healthy rate as the demand for regional education services grows.

In terms of planning, all campuses have expressed the need for improved administrative systems, greater instructional resources and higher levels of student support services.

1. Lakes District (Burns Lake Campus)

The Lakes District serves a geographical area of approximately 5,000 square miles with a total population of 6,000. Burns Lake, with a population of 2,000, is the largest community. In 1990/91, Lakes District produced 69.8 Function 1 FTE's and a total of 83.9 FTE's when Function 3 FTE's are included. Function 1 FTE's have been projected to grow to 110.0 FTE's by 1993/94 and 150.0 FTE's by 1995/96 although these projections are based on the provision of an adequate facility.

- Instructional Programs
  - Intend to hire additional Adult Basic Education instructors to cope with one of the highest illiteracy rates in Canada. This is to be done by increases to base budget while continuing to pursue outside funding sources with DIA, CEIC and provincial ministries.
  - The Adult Special Education program is a priority for the Lakes District as there is an identified need and enthusiasm for this program in the region. The Division of Human Service Programs has also identified this as a priority.
  - While General Interest programming has declined, emphasis will be placed on maintaining and encouraging growth in this area.
  - Attempts will be made to further increase Vocational Part-Time course offerings and enrolments through improved community awareness by increasing participation with community groups, agencies and events; establishing regular planning meetings with specific interest groups; and developing better promotional and advertising campaigns.
  - It is a priority to increase Special and Temporary Funded programs to provide training specifically to meet the educational needs of Lakes District residents.

• Administrative Support

- The top priority of this regional campus is the provision of an expanded facility. Virtually all initiatives and plans for this operation are dependent on a larger facility.
- To adequately deal with increased projected activity, there is a need to expand both administrative space and staffing.
- Improved and more closely integrated registration, financial and purchasing systems are a priority to improve operational effectiveness. This should be done in conjunction with Prince George campus developments and the Northern British Columbia Communications Network study.
- Provision of expanded student support services in terms of library operations, counselling services, bookstore facilities and the like are goals for the next three years, which in many cases are largely dependent on expanded facilities.
- The need for expanded computer access for students and staff alike is essential if this campus is to keep abreast of developments in the business world and offer contemporary educational opportunities.
- Improved Marketing, Public Relations and Communication activities and programs are planned.
- Campus communication will be addressed through the development of a local staff newsletter and a staff orientation procedure.

2. Mackenzie

The operation of this campus is closely linked to the forest industry and any instability in the industry greatly affects program delivery as community needs undergo change. In 1990/91, Mackenzie produced 36.1 Function 1 FTE's and a total of 65.8 FTE's when Function 3 FTE's are included. Function 1 FTE's have been projected to grow to 52.0 by 1993/94 and 70.0 FTE's by 1995/96, although economic factors will greatly influence these projections.

• Instructional Programs

- With the introduction of the University of Northern British Columbia, it is expected that University Transfer courses will be introduced at this campus.
- It is planned to offer adequate courses to permit students to complete a Business Management Certificate and/or obtain transferable credits to the accounting associations within the next two years.
- By 1993, it is a goal to offer all levels of Adult Basic Education, as well as a full English Language Training Program.
- Depending on resource availability, plan to establish a multi-campus Office Administration program over the next two years.
- In conjunction with industry training requirements, intend to expand Vocational Part-Time offerings.
- It is a priority to continue to work with First Nations people in meeting their educational needs and to work towards ongoing funding that would provide a more stable educational environment.
- Efforts will be made to secure Canadian Job Strategy funding on an annual basis.

- Administrative Support
  - Fully utilize the new microcomputer-based registration package and take part in the development of integrated and shared systems with the Prince George campus and the Northern British Columbia Communications Network study.
  - With the provision of adequate facilities, expand the campus library to support student research and expand access to computerized instructional tools.
  - Stabilize staff structure and increase staff levels to expand course offerings and to provide a more consistent level of service to the community. This is a campus priority.
  - Continue to look at innovative approaches to increase community awareness of Mackenzie Campus programs and services.

3. Nechako (Vanderhoof Campus)

The College of New Caledonia-Nechako has experienced rapid growth over the past two years, due in part to two major economic development initiatives proposed for the region, as well as increased local control over Native education by area bands. At this time, CNC-Nechako has only two programs that receive ongoing base funding - Office Administration and Adult Special Education. In 1990/91, the campus produced 56.2 Function 1 FTE's and a total of 61.2 FTE's when Function 3 FTE's are included. Function 1 FTE's have been projected to grow to 95.0 FTE's by 1993/94 and 150 FTE's by 1995/96 although this is dependent on economic developments and changes in Adult Basic Education delivery responsibilities.

- Instructional Programs
  - It is planned to increase the emphasis on work experience in the Adult Special Education program as more community businesses recognize the value of employing special needs people.
  - Efforts will be made to work with other College campuses to ensure program standards and compatibility in the Office Administration program while providing a suitable environment for learning.
  - With the announcement of the University of Northern British Columbia, it is expected that there will be increased demand for credit programming that is transferrable to UNBC. Securing ongoing funding and closer relationships with Prince George campus academic departments are goals in this regard.
  - Vocational Part-Time and General Interest courses are expected to increase both in numbers and in student participation throughout the region, in particular in conjunction with the Native communities.
  - With recently announced changes in responsibility for the delivery of Adult Basic Education, it is planned to develop an ongoing program if these changes are implemented.
  - Over the next three years, CNC Nechako and its member communities will focus on the economic development and training opportunities expected with the proposed gold/copper mine north of Fort St. James, and the proposed pulp mill at Vanderhoof.

- Administrative Support
  - Consolidate and expand systems with continued adjustment for improvement, particularly in communications with students, instructors, communities and main campus departments.
  - Work to expand access to Counselling services, either through increased use of main campus counsellors, or the development of a regional counselling service.
  - Promote growth in student, instructor and general use of the Library.
  - Pursue Computer Laboratory upgrading and expansion consistent with Prince George campus developments.
  - It is expected that the next three years will see the stabilization of the Fort St. James Office opened in February 1991 on a part-time basis, and the development of a similar facility in Fraser Lake.

4. Quesnel

Although a resource-based community, Quesnel has remained relatively stable economically throughout recent downturns and continues to grow and develop. Several strategies designed to further diversify the community's economic structure, particularly through small business and tourism development initiatives, indicate that this stability will be maintained.

There is a strong indication from the community that training needs have moved from short-term non-credit programs to credit and transferrable courses. Growth and enrolment trends at the Quesnel campus verify this indication, with strongest growth in the areas of University Transfer and Adult Basic Education. In 1990/91, Quesnel produced 139.2 Function 1 FTE's and a total of 145.6 FTE's when Function 3 FTE's are included. Function 1 FTE's have been projected to grow to 250.0 FTE's by 1993/94 and 370.0 FTE's by 1995/96, although these projections are based on the provision of expanded facilities.

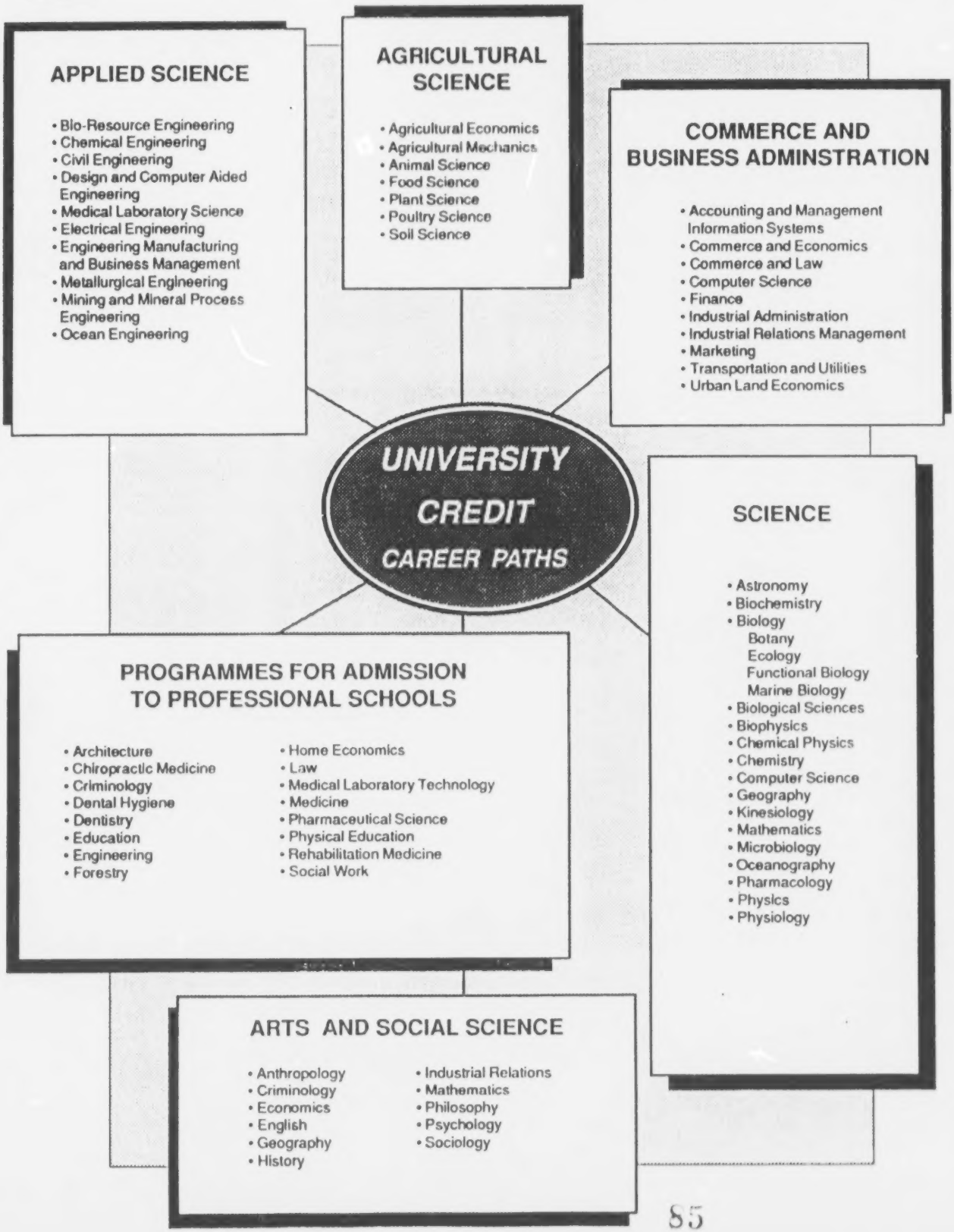
- Instructional Programs
  - It is anticipated that there will be steady growth in Adult Basic Education and avenues will be investigated to further increase course choices and program/delivery flexibility to accomodate student needs.
  - Dramatic enrolment increases and course demands in University Transfer will follow regional and provincial trends and are expected to increase at an even greater rate as a result of the announcement of the University of Northern British Columbia. The campus will continue to work toward increasing course offerings in this area.
  - The Quesnel campus will work closely with Prince George campus academic divisions in order to develop industry-specific programs to accomodate community needs in the areas of Social Services and Career programs.
- Administrative Support
  - Close cooperation and support between the regional campus and the academic divisions will be further developed in order to maintain and develop program integrity.
  - Increased effectiveness will be addressed primarily in the area of continued technological development of systems with accompanying support staff training. Strategies and procedures to enhance intra-campus communication will also be developed.
  - There will be a primary development focus, in both short and long-term planning, on the provision of student and program support services.
  - The Quesnel campus will also continue to develop initiatives to build the College's presence within the community. Marketing of the college as a community resource, and public relations enhancement initiatives will be explored and developed.

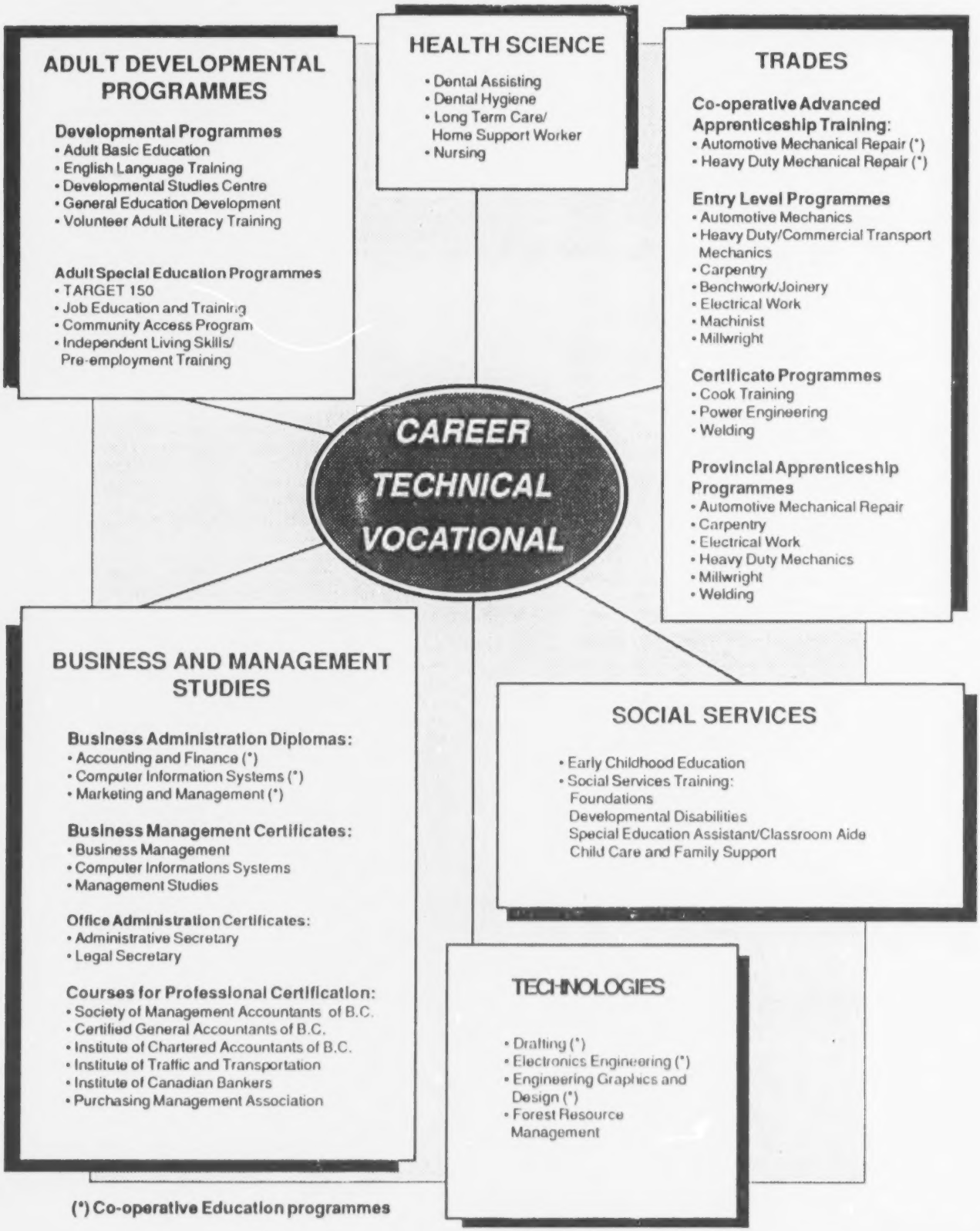
VI. ENROLMENT PROJECTIONS

The Master Site Development Plan, prepared with the assistance of the Resource Planning Group, provided enrolment projections based on a comprehensive review of demographic trends and program needs. These projections were developed in a consultative manner and were widely circulated and vetted throughout the institution before they were adopted for planning purposes.

A. CURRENT PROGRAM OFFERINGS

While this plan emphasizes the future, the following graphs demonstrate the breadth and depth of the College's current opportunities for students. It is upon these strengths that the College will build, as it continues to offer a broad range of University Transfer courses which support a number of professional paths that will not be offered by the University of Northern British Columbia. In addition, with the development of laddering opportunities, we can expect a number of Career/Technical areas to continue to grow as more opportunities open for these students and a university career becomes a possibility.

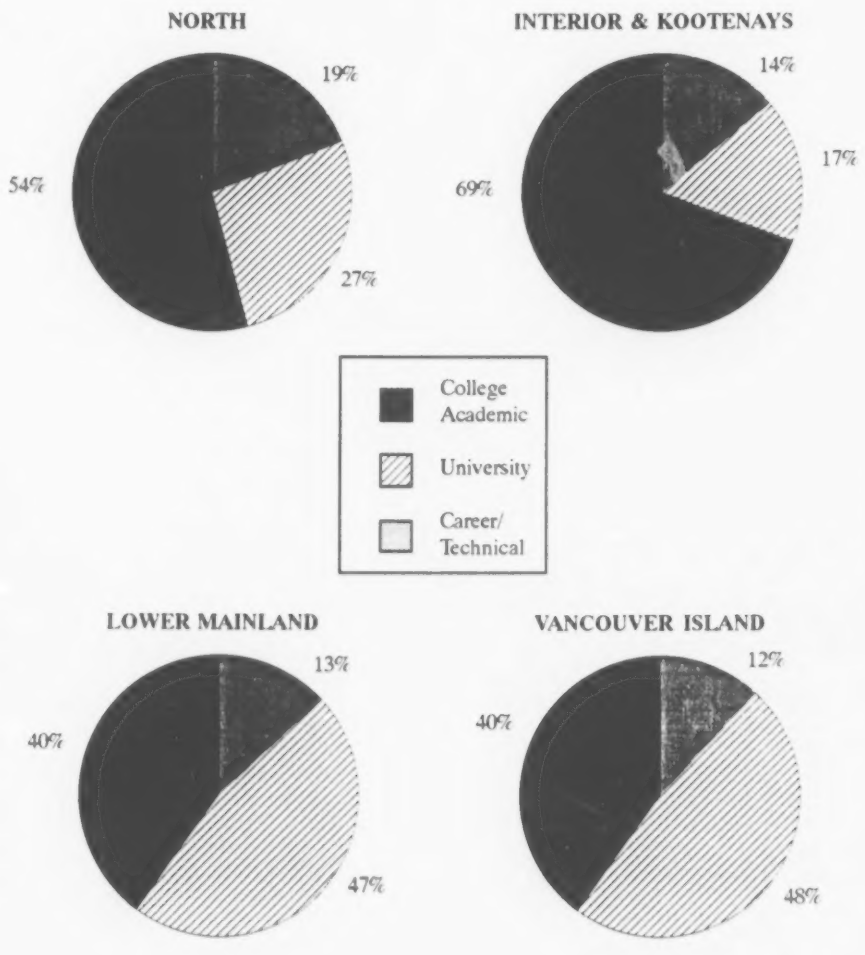

APPLIED SCIENCE
• Bio-Resource Engineering
• Chemical Engineering
• Civil Engineering
• Design and Computer Aided Engineering
• Medical Laboratory Science
• Electrical Engineering
• Engineering Manufacturing and Business Management
• Metallurgical Engineering
• Mining and Mineral Process Engineering
• Ocean Engineering
AGRICULTURAL SCIENCE
• Agricultural Economics
• Agricultural Mechanics
• Animal Science
• Food Science
• Plant Science
• Poultry Science
• Soil Science
COMMERCE AND BUSINESS ADMINSTRATION
• Accounting and Management Information Systems
• Commerce and Economics
• Commerce and Law
• Computer Science
• Finance
• Industrial Administration
• Industrial Relations Management
• Marketing
• Transportation and Utilities
• Urban Land Economics
UNIVERSITY CREDIT CAREER PATHS
SCIENCE
• Astronomy
• Biochemistry
• Biology
Botany
Ecology
Functional Biology
Marine Biology
• Biological Sciences
• Biophysics
• Chemical Physics
• Chemistry
• Computer Science
• Geography
• Kinesiology
• Mathematics
• Microbiology
• Oceanography
• Pharmacology
• Physics
• Physiology
PROGRAMMES FOR ADMISSION TO PROFESSIONAL SCHOOLS
• Architecture
• Chiropractic Medicine
• Criminology
• Dental Hygiene
• Dentistry
• Education
• Engineering
• Forestry
• Home Economics
• Law
• Medical Laboratory Technology
• Medicine
• Pharmaceutical Science
• Physical Education
• Rehabilitation Medicine
• Social Work
ARTS AND SOCIAL SCIENCE
• Anthropology
• Criminology
• Economics
• English
• Geography
• History
• Industrial Relations
• Mathematics
• Philosophy
• Psychology
• Sociology



(*) Co-operative Education programmes

The make-up of current program offerings is related to the College region and the types of education that students enter after secondary school. The mix of institutional types and program areas entered by students in the North is very different from other parts of the province.

Post-Secondary Destinations of Continuing 1988/89 High School Graduates



Source: Link File/90

B. UNIVERSITY TRANSFER PROJECTIONS

From a planning point of view, there are a number of trends that the College of New Caledonia must consider:

- Post-Secondary enrolment in University Transfer is outpacing the growth in Grade 12 graduates. In the College's region, this is due primarily to increasing participation for Grade 12 graduates and an increase in delayed entries from Grade 12. This latter trend is leading to an aging of the College University Transfer population.

- Females continue to be more attracted to Arts related courses than to Science or Engineering related courses. The College must be aware of this, especially as we see an increasing percentage of University Transfer students being female. This trend is as much due to increasing opportunity as it is to the fact that Females are much more likely to graduate from secondary school.

- Students with lower GPA's from Grade 12 are more attracted to Arts related courses than to Science or Engineering related courses. With a low University-eligible percentage graduating from regional secondary schools, the College can continue to expect a bias to Arts in this regard.

In the development of University Transfer Enrolment Projections, the Resource Planning Group used the following assumptions to arrive at a projection that the College would have the same number of Full-Time Equivalents in 1995 as currently, with subsequent growth at 5.0% per year to 2000.

- A continuation of first and second year UT offerings at CNC, assuming that the total number of post-secondary students in the region will increase as the participation rate increases and students are attracted from the south and from other provinces.

- The development and enhancement of UT curricula at CNC that will not be offered at UNBC; examples include Fine Arts in music and drama, physical education and UT directed towards professional programs not offered at UNBC.

- A co-operative relationship between UNBC and CNC that emphasizes the creation of additional student spaces, new programs, and block transfer, laddering and articulation agreements; that recognizes that some students will not wish to pursue a UNBC degree or will wish to pursue non-university credentials.

- An increased post-secondary enrolment/growth rate base through such means as: short term use of temporary facilities and accelerated establishment of UNBC programming; unique relationship between CNC and UNBC; increased participation rates; and shifts of students from other universities.

C. NON-UNIVERSITY TRANSFER PROJECTIONS

In the development of enrolment projections for Non-University Transfer programs, the Resource Planning Group noted the following trends:

- It is expected that approximately half of all new jobs created in Canada will require a post-secondary certificate, diploma or degree as skills requirements and technological change continue to increase in the workplace.

- It is expected that B.C. will experience an increasing LABOUR SHORTAGE for educated/trained workers.

- Increasing requirements for RETRAINING as it is expected that the average working life of 40 years will require an average of 5 job changes (previously an average of 2.1 changes).

- Increasing demand for post-secondary career/vocational retraining and secondary school equivalency in response to the federal Labour Force Development Strategy initiatives.

- Increasing requirements for ABE and general levels of functional literacy, numeracy and social skills on which to base retraining. Increasing demands for remedial/college preparation programming in ABE.

- Continued high requirements for ESL as it is expected that international immigration levels will remain high.

- The baby boom age group will begin to leave the work force and increase demands for RECREATION and HEALTH education for themselves and for professionals.

- Increased demands for BUSINESS training in response to changing B.C. markets resulting from Free Trade and Pacific Rim initiatives, and to increasing computer literacy requirements in the workplace.

- Technology training in British Columbia is proportionally lower than national averages.

The opening of UNBC in 1993, with initial laddered program opportunities in Nursing, Social Work, Forestry, Business Administration, and Applied Science can be expected to contribute to expanded enrolments in areas where such arrangements can be made. The College will take a leading role in Nursing, Business Administration and Forestry.

The projected growth rate of 5.6% is reflective of historical growth in Non-University Transfer areas.

The following is taken directly from the Master Site Development Plan as prepared by the Resource Planning Group, and relates specifically to the Prince George Campus of CNC.

Non-University Transfer Program Initiatives

Specific Non-University Transfer program initiatives were identified through interview sessions with CNC representatives of current programs; CNC program Advisory Groups representing each program area; and available CNC curriculum planning information. These initiatives are summarized by program area as follows:

Adult Development Programs

- moderate decrease in ASE 'JET' program enrolments by 1995 followed by stable enrolments to 2000
- stable ASE 'TARGET' enrolments from 1990 to 2000
- increase in ELT growth rates from 1995 to 2000
- increase in ABE growth rates to 2000

Business

- phasing out of Clerk/Typist program by 1995
- stable enrolments in Cook Training program
- modest growth in Business Administration enrolments are expected
- modest growth in Office Administration and Legal Secretary program enrolments through to 2000
- new Medical Secretary program by 1995 @ 16 FTE
- new 2 year program in Tourism & Hospitality by 1995 @ 15 FTE and growing to 20 FTE by 2000
- new 1 year program in Tourism & Hospitality by 1995 @ 10 FTE
- new Medical Office Assistant program by 2000 @ 25 FTE

Health

- modest growth in annual enrolments in Dental Hygiene through to 2000 with additional summer programming
- modest growth in Nursing to 2000
- new Speech/Language Assistant program by 1995 @ 15 FTE
- new Pharmacy Assistant program by 1995 @ 12.5 FTE
- new Post-Basic Nursing (Gerontology) program by 2000 @ 15 FTE
- new Audiometric Technology program by 2000 @ 15 FTE

Recreation

- new Recreation Program Administration program (initially administered by Physical Education) @ 13 FTE by 1995
- new Fitness Leadership (initially administered by Physical Education) @ 13 FTE by 1995
- new Outdoor Recreation Leadership (initially administered by Physical Education) @ 10 FTE by 2000
- expansion of Coaching program initiatives (through PE department) towards more frequent sessions and possibly Level 3 Certification; this expansion will primarily involve more frequent weekend sessions.

Technology

- stable enrolments in Engineering Graphics and Design through to 1995 followed by modest growth to 2000
- new Natural Resource Management program (integrates former Forestry program):
  Forestry Option by 1995 @ 50 FTE to 65 FTE by 2000
  Fish/Wildlife/Recreation Option by 1995 @ 25 FTE growing to 35 FTE by 2000
- new Industrial Safety program by 1995 @ 20 FTE to 30 FTE by 2000
- new Process Technology program by 1995 @ 10 FTE growing to 30 FTE by 2000
- moderate growth in Electronics Engineering program to 1995 followed by splitting into three programs:
  CIS/Electronics by 1995 @ 10 FTE
  Communications by 2000 @ 20 FTE
  Control Instrumentation by 2000 @ 30 FTE
- new GIS program by 1995 @ 15 FTE
- new Electronics Repair program by 1995 @ 10 FTE
- new Surveying program by 2000 @ 10 FTE
- new Applied Graphic Arts program by 1995 @ 10 FTE growing to 30 FTE by 2000
- new Introduction to Technology program by 2000 @ 10 FTE
- new Forestry Crewperson program by 1995 @ 20 FTE growing to 30 FTE by 2000 (former RAC program)

Trades

- existing Apprentice enrolments generally remain stable to 1995 followed by modest expansion to 2000. Exceptions include:
  moderate growth of Electrical Apprentice enrolments to 1995 followed by modest growth to 2000
- new Commercial Transport Apprentice program by 1995 @ 16 FTE
- new Machinist Apprentice program by 1995 @ 16 FTE
- existing Vocational enrolments generally remain stable to 1995 followed by growth to 2000. Exceptions include:
  modest expansion in enrolments in Welding Level C, Entry Level Electrical, Entry Level Carpentry to 2000
- new CAAT Commercial Transport program by 1995 @ 16 FTE
- new Entry Level Joinery program by 1995 @ 12 FTE (split from existing Entry Level Carpentry/ Joinery program)
- new Entry Level Fabrication program by 1995 @ 12 FTE
- split the currently combined Entry Level Millwright/Machinist program into two separate Entry Level programs
- new Entry level Autobody program @ 12 FTE by 2000
- new Entry Level Small Engine Repair program @ 12 FTE by 2000
- new Entry Level Heavy Equipment Operator program @ 12 FTE by 2000
- new Entry Level Plumbing & Steam Fitting program @ 12 FTE by 1995

Social Services

- Early Childhood Education (ECE) enrolments are expected to experience moderate growth to 2000
- Social Services Training is expected to experience modest growth to 2000
- recognition of the special needs of the native community creates increased demand for services and training

CJS (Canadian Jobs Strategies)

- significant growth in Career Skills enrolments based on Federal Government initiatives in skills upgrading and job training.

D. ENROLMENT PROJECTIONS

The following projections have been taken from the Master Site Development Plan as prepared by the Resource Planning Group and reflect the program initiatives that were developed as a result of a consultative planning process.

The introduction of new programs has been left somewhat imprecise as most if not all of the new programs proposed will require additional facilities, as outlined in the Master Site Development Plan. More detailed phasing can be developed when facilities planning has moved ahead and construction dates have been set. In addition to the following projections, which refer to the Prince George Campus only, Regional Campus projections have also been provided.

ENROLMENT PROJECTIONS IN FULL-TIME EQUIVALENT STUDENTS (Prince George)

	** BASELINE 1989/90 FTE TOTAL	PROJECTED 1995/96 FTE TOTAL	PROJECTED 2000/01 FTE TOTAL
ADULT DEVELOPMENT PROGRAMS			
ABE			
Fundamental	66.4	102	156
Intermediate/Advanced/Provincial	282.5	433	663
ELT	10.6	16	25
ASE			
JET	29.8	22	22
TARGET	10.6	11	11
Subtotal	**399.9**	**584**	**877**
TRADES-APPRENTICE			
Automotive Mechanics	13.8	14	18
Heavy Duty Mechanics	12.6	13	17
Millwright	11.1	31	45
Carpentry	9.1	12	14
Electrical	13.4	20	23
* Machinist		16	16
* Commercial Transport		16	16
Subtotal	**60.0**	**122**	**149**

	** BASELINE 1989/90 FTE TOTAL	PROJECTED 1995/96 FTE TOTAL	PROJECTED 2000/01 FTE TOTAL
CAREER/TECHNICAL			
Technology			
Nat. Resource Mgt - Forestry Option	60.2	50	65
Nat. Resource Mgt - Fish/Wildlife/Rec. Option		25	35
Electronics Engineering	14.9	40	
* Computer Info Systems (CIS)/Electronics		10	10
* Communications			20
* Control Instrumentation			30
Engineering Graphics and Design	39.0	40	45
* Applied Graphic Art		10	30
* Industrial Safety		20	30
* Process Technology		10	30
* Forestry Crewperson		20	30
* Electronics Repair		10	10
* GIS (Geographic Information Systems)		15	15
* Surveying			10
* Introduction to Technology			10
Business			
Accounting & Finance	110.0	121	134
Computer Info Systems	55.0	61	67
Marketing Management	40.0	44	49
* Tourism & Hospitality		15	20
Computer Info Systems (Cert.)	33.9	37	41
Management Studies (Cert.)	16.9	19	21
Business Administration (Cert.)	12.3	14	15
Health			
Dental Hygiene	37.9	40	42
Nursing	149.4	157	164
Nursing - Quesnel	21.1	22	23
* Speech/Language Assistant		15	15
* Pharmacy Assistant		13	13
* Audiometric Technology			15
Recreation			
* Recreation Program Administration		13	13
* Fitness Leadership		13	13
* Outdoor Recreation Leadership			10
Subtotal	**590.6**	**834**	**1025**

	** BASELINE 1989/90 FTE TOTAL	PROJECTED 1995/96 FTE TOTAL	PROJECTED 2000/01 FTE TOTAL
VOCATIONAL			
Trades			
Welding C	25.6	34	44
Welding B	4.2	4	6
Welding A	0.6	1	1
Power Engineering - 4th	16.5	17	17
Entry + CAAT - Heavy Duty	17.9	18	24
Entry + CAAT - Automotive	20.4	20	27
* CAAT - Commercial Transport		16	16
* Entry - Autobody			12
Entry - Millwright	16.0	16	16
* Entry - Machinist		16	16
Entry - Carpentry/Joinery	16.0	21	23
* Entry - Joinery		12	12
Entry - Electrical	15.6	23	23
* Entry - Fabrication		12	12
* Entry - Small Engine Repair			12
* Entry - Heavy Equipment Operator			12
* Entry - Plumbing & Steam Fitting			12
Business			
Office Administration	62.6	69	76
Legal Secretary	17.9	20	22
Clerk/Typist	17.2		
Cook Training	21.5	22	22
* Medical Secretary		16	16
* Tourism & Hospitality		10	10
* Medical Office Assistant			25
Health			
Long Term Care (LTC)	22.2	29	43
Dental Assisting	19.9	20	20
* Post-Basic Nursing (Gerontology)			15
Social Services			
ECE - Level I	20.4	31	46
ECE - Level II	5.0	8	11
Social Service Training (Foundation & Specialties).	58.6	60	70
Part-Time	113.5	142	156
Subtotal	**491.6**	**637**	**817**
SUBTOTAL NON-UNIVERSITY TRANSFER	**1542.1**	**2177**	**2868**

	** BASELINE 1989/90 FTE TOTAL	PROJECTED 1995/96 FTE TOTAL	PROJECTED 2000/01 FTE TOTAL
UNIVERSITY TRANSFER *			
High Projection - 125% Retention by 1995	852.1	1065	1359
Medium Projection - 100% Retention by 1995	852.1	852	1087
Low Projection - 75% Retention by 1995	852.1	639	815
SUBTOTAL NON-UT + UT @ 100% Retention by 1995	**2394.2**	**3029**	**3955**
RAC - Request for Additional Courses			
ABE/ELT	40.2	79	79
Trades	30.6	60	60
Business	12.4	24	24
Health	26.9	53	53
Misc.	26.5	52	52
Women in Technology (18 wk)	16.0	10	
Fisheries Crewperson	16.0	10	10
Subtotal	**168.6**	**288**	**278**
CJS - Canadian Job Strategies			
Career Skills	16.0	32	48
Career Skills - Trades	16.0	22	25
Subtotal	**32.0**	**54**	**73**
Emily Carr College of Art & Design	16.0	16	16
Subtotal	**16.0**	**16**	**16**
GRAND TOTAL @ 100% UT RETENTION BY 1995	**2610.8**	**3387**	**4322**

* New program proposals and initiatives

** Source: CNC Registrar/Student Records

*** Retention factors indicate order of magnitude scenarios for University Transfer retention at CNC resulting from implementation of UNBC

In addition to the projections developed for the Prince George Campus and in conjunction with the development of the Master Site Development Plan, the following enrolments have been projected for the College's four Regional Campuses:

Lakes District

	Actual 90/91 FTE	Proposed FTE 91/92	92/93	93/94	94/95	95/96
Adult Basic Ed.	27.7	27.6	35.0	45.0	55.0	60.0
Career/Tech.	6.5	7.0	8.0	10.0	12.0	15.0
University Transfer	8.4	8.8	11.0	15.0	18.0	20.0
Vocational/Appr.	27.2	29.6	35.0	40.0	45.0	55.0
TOTAL	69.8	73.0	89.0	110.0	130.0	150.0

Mackenzie

	Actual 90/91 FTE	Proposed FTE 91/92	92/93	93/94	94/95	95/96
Adult Basic Ed.	18.9	18.8	20.0	23.0	27.0	30.0
Career/Tech.	3.5	3.8	5.0	6.0	8.0	10.0
University Transfer	0	0	0	3.0	4.0	5.0
Vocational/Appr.	13.7	14.8	18.0	20.0	22.0	25.0
TOTAL	36.1	37.4	43.0	52.0	61.0	70.0

Nechako

	Actual 90/91 FTE	Proposed FTE 91/92	92/93	93/94	94/95	95/96
Adult Basic Ed.	14.4	14.3	20.0	30.0	40.0	50.0
Career/Tech.	4.2	4.4	8.0	10.0	15.0	20.0
University Transfer	4.7	5.4	8.0	10.0	15.0	20.0
Vocational/Appr.	32.9	35.6	40.0	45.0	52.0	60.0
TOTAL	56.2	59.7	76.0	95.0	122.0	150.0

Quesnel

	Actual 90/91 FTE	Proposed FTE 91/92	92/93	93/94	94/95	95/96
Adult Basic Ed.	51.0	50.8	60.0	75.0	90.0	105.0
Career/Tech.	37.4	40.0	50.0	60.0	70.0	80.0
University Transfer	30.9	31.6	45.0	55.0	70.0	85.0
Vocational/Appr.	19.9	21.5	40.0	60.0	80.0	100.0
TOTAL	139.2	143.9	195.0	250.0	310.0	370.0

E. NATIVE PROGRAMMING INITIATIVES

While no actual enrolment projections can be associated directly with Native Programming requirements, it is clear from the Environmental Scan that continued emphasis is required. The addition of a Native Education Coordinator will provide specific guidance in this area over the next year.

A number of studies have been undertaken in this regard, of which Seymour's 1986 study, And the Voices of the People Said, listed 23 Adult Education needs and 62 Priority Training needs. Subsequent to this study, the Yinka Dene Language Institute was established, in affiliation with the College of New Caledonia, which listed the following program areas as priorities if all funding were to be put in place. In any event, the list of priorities, as identified by the Native population itself, could act as guidance to the College in its own attempts to meet the needs of this population.

Yinka Dene Language Institute - Vocational and Career Program Priorities

1. Office skills and procedures
2. Micro-computers
3. Carpentry
4. Small engines
5. Plumbing
6. Electricity
7. Drafting - blueprints
8. Heavy equipment repair
9. Cooking
10. Forestry
11. Fisheries & hatchery management
12. Band management
13. Small business
14. Bookkeeping/accounting
15. Recreation/fitness
16. Log building
17. Welding
18. Guiding
19. Hospitality & tourist services

Yinka Dene Language Institute - Academic and Cultural Program Priorities

1. Adult Basic Education - Levels 2, 3 and 4
2. College Preparation
3. Distance education courses in cooperation with other colleges & universities
4. Teacher education
    a. special education
    b. 2 year diploma program for Native para-professional education workers
    c. Dene language teachers
    d. day care workers
5. Cultural education
    a. Curriculum development
    b. Audio-visual training & Resource Centre
    c. Yinka Dene Museum & Archives
    d. Educational and anthropological research
    e. Native art, crafts and music
6. Professional Development
    a. Conferences
    b. Seminars
    c. Summer institutes

VII. FACILITIES

The College of New Caledonia has embarked on the development of a comprehensive Master Site Development Plan. The facility requirements resulted from enrolment and program projections that take into account the anticipated effects of the University of Northern British Columbia.

The Master Site Development Plan is intended to be complementary to the overall development of post-secondary education in the CNC region. Preliminary discussions have been held with Professor Geoffrey Weller, President of UNBC, to ensure that the basic premises outlined in the plan, particularly in areas of potential overlap, are supported.

Phase I of the plan is intended, among other things, to provide adequate interim space to deliver expanded programming in those areas where laddered programs are developed with UNBC, with the knowledge that the northern colleges and UNBC have collaborated in planning for a post-secondary system that has delivery of first and second year university courses through the colleges in much the same way as at present.

Phase II of the plan concentrates on the need for expanded Vocational and Trades facilities, while Phase III which involves the upward expansion of the present facility will only be needed if enrolments reach the projected level of 4,322 FTE's.

The estimated space and costs for each of the three phases in 1993 dollars are as follows:

Gross Area (m^2)	Phase I	Phase II	Phase III	Total
New Construction	12,270m^2	11,280m^2	5,370m^2	28,920m^2
Renovations	3,295m^2	4,500m^2	2,250m^2	10,045m^2
Code Upgrade	7,765m^2	-----	7,765m^2	15,530m^2
Total Project Costs	$27,716,000	$24,129,000	$13,453,000	$65,298,000

The immediate and urgent requirements are scheduled for Phase I. If the project proceeds on schedule, Phase I would be ready for occupancy in 1994/95, when the anticipated enrolment is to reach 3,225 FTE's. The costs for continued planning to the completion of Phase I construction are as follows:

Planning Costs	$ 1,184,300
Construction and Contract Administration Fee	22,480,700
Furnishings	3,114,000
Contingency	937,000
Total Phase I	**$ 27,716,000**

VIII. PLAN IMPLEMENTATION

This plan has been developed in an environment of some uncertainty, especially with regard to post-secondary developments in the North-Central Interior as they relate to the University of Northern British Columbia. Those indications and plans that have been made public have been considered in the development of this document and continued inter-institutional co-operation and co-ordination is expected to result in an integrated post-secondary service for the North-Central Interior.

Factors affecting plan implementation are expected to include Ministry of Advanced Education, Training and Technology approval and agreement, the provision of adequate facilities, continued inter-institutional co-operation and annual funding at levels that will support the goals and objectives of the College as outlined in the plan. Failure to achieve any of the above is likely to severely compromise elements of this plan. The College of New Caledonia is confident that with the provision of adequate support and resources, this plan is achievable.

IX. EVALUATION AND REVIEW OF THE PLAN

The College of New Caledonia is continuing to develop effective vehicles to ensure that this plan will be consistently monitored and reviewed.

A. ACADEMIC COUNCIL

The College recently formed an Academic Council, charged primarily with the responsibility to review and make recommendations with regard to "decisions relating to academic matters and the quality of educational offerings." This Council has been formed "to ensure that faculty have an opportunity to provide input in the decision-making which affects these areas" and also provides "an avenue for members of the Council, students, the College's academic community, employees, administrators and members of the community at large, to raise academic matters for consideration and recommendation."

The Council has the right and obligation to provide advice and recommendations in the following areas:

1. By-laws and policies affecting academic matters,
2. New programme and course proposals,
3. Establishing programme priorities,
4. Major programme modifications,
5. Programme evaluations,
6. Admission evaluations,
7. Grading standards and procedures,
8. Transfer agreements and articulation arrangements with other institutions and associations,
9. Long range educational planning,
10. College Calendar contents,
11. Allocations of resources which impact on programme/course quality,
12. Other educational matters,
13. Receive the Minutes of the Programme Advisory Committees and provide comments as appropriate.

With this broad a mandate, it is the College's expectation that academic matters, especially those related to programs, will be more thoroughly reviewed and vetted than has been the case in the past and that the offerings of the College will remain current to and meet the needs of the College's region.

B. PROGRAM REVIEW

A comprehensive program review model has now been adopted by the College. This process is currently being implemented in a regularized fashion and is expected to provide results that will ensure that College programs are current and meet the needs of both students and employers alike. It is also expected that program modifications will most often be based on this review process, and that the development of new programs will also benefit from the information gathered.

C. FOLLOW-UP STUDIES

The College of New Caledonia is an active participant in both Provincial and College initiated student and employer follow-up studies. These activities are expected to become more prevalent as the issue of accountability becomes more pronounced. The College of New Caledonia is also one of the few in the province that regularly surveys graduating Grade 12 students to gain an insight into their views of post-secondary education and their plans for the future.

D. DATABASE DEVELOPMENT

The College will remain an active supporter of the development of both Provincial and local databases that provide information on our students and how they access post-secondary education. The development and use of such databases as the Link File will greatly assist colleges in making many of the difficult decisions that are in the future.

E. INSTITUTIONAL EVALUATION IMPLEMENTATION COMMITTEE

Subsequent to the 1988/89 Institutional Review, an Implementation Committee was formed to oversee the implementation of the recommendations contained in the review. As many of the goals in this plan are based on the Institutional Review, the continued operation of this committee will ensure that those goals and issues which came from the Institutional Review will be addressed.

F. ANNUAL REVIEW

In conjunction with the Academic Council and other College constituencies and administrative areas, a process will be developed to review and update this plan on an annual basis. It is expected that annual updates will reflect changes resulting from: reviews of programs; the achievement of goals; the introduction of new issues; new trends affecting both the external and internal environment; changes in institutional priorities and administrative unit plans; and the establishment of new objectives by the College Board. Revisions will also, of necessity, be required if the College is unable to acquire the support and financial resources necessary to implement the plan in its current form.

ABE/College preparation, headcounts 24; FTEs 31-32; projections 82-89; see also College Foundations
Academic Council 93-94
Academic programs, priorities 59-65
Admissions 70-71
Age, see Population
Agriculture 43
Apprenticeship, see Vocational/Appr. programs
Board retreat 6
Bookstore, see College Store
Building Services 66
Burns Lake, see Lakes District campus
Business programs, priorities 59; career paths chart 79; enrolment projections 82-83, 86-87
Canadian Job Strategies (CJS), enrollment projections 84, 88
Canoe/Robson Educational Development Association 9
Career/tech. programs, headcounts 24; FTEs 31-32; occupational outcomes 35; career paths chart 79; enrolment projections 82-89
Carrier-Sekani, see Native
College comparisons, population 11; enrolments 17-22; transfer rates 33-34
College Foundations, program priorities 64; enrolment projections 82-89
College store (Bookstore) 55, 57, 65
Computer Services 66-67; see also Management Information Systems
Construction industry 41-42
Co-operative education, priorities 55, 58, 71; & business 59; & trades 64-65
Counselling 68-69
Dental programs, priorities 60; enrolment projections 83, 86
Disabled students 57, 63-64
Economy 1, 7, 39-51
Emily Carr College of Art & Design 88
Employment, occupational outcomes 35; employment & literacy 36-39; labour market 39-51; see also Employment Skills training; Student placement
Employment Skills training 71
Enrolments, 2-3, 16-34; headcounts 24; FTEs 31; projections 77-89
Facilities 2-3, 6, 8; priorities 54, 57; phasing of plan 91
Family, see Population
Female vs. male population 13; enrolment 27-30; in labour force 47; in UT enrolment 81
Financial Aid & Awards 69-70
Financial Services 65
Follow-up studies 35, 94
Food Services 55
Forestry industry 40
Full-time vs. part-time 25, 26, 29-32
Funding 7-8, 55, 58
Geography of CNC region 9, 10 (map)
Goals statements 4
Health care 44, 50-51; career paths chart 79; see also Dental, Nursing
History of CNC 2-3
Human Resource Development, provincial 1, 47-48, 55, 58; internal 54-55, 58, 67
Human Service Programs, priorities 63-64; enrolment projections 82-89
Information systems, see Management Information Systems; Computer Services
Institutional Evaluation 5, 23, 56, 58, 94
Institutional Research 71
Instructional Media Services, see Resource Centres
Jobs, see Employment
Labour, see Employment
Lakes District campus, description 3; facilities 8, 54, 57; map 10; priorities 73-74; enrolment projections 89
Language, mother tongue 15; literacy 36-39
Library, see Resource Centres
Literacy 36-39
Mackenzie campus, description 3; map 10; facilities 54, 57; priorities 74-75; enrolment projections 89
Male vs female, population 13; enrolment 27-30; in labour force 47
Management Information Systems 56, 58, 66
Map of CNC region 10
Master Site Development Plan, see Facilities; Enrolment
McBride 9
Mining industry 40
Ministry of Advanced Education & Job Training 1, 5, 7, 55, 58, 92
Mission statement 4
Native population, & literacy 36-39; & cooperation 54, 57; goals 63-64; initiatives 90
Nechako campus, description 3; map 10; priorities 75-76; enrolment projections 89
Nicola Valley Institute of Technology (NVIT) 54, 57
Northern consortium 52-53, 55, 57-58, 60, 66

Northern Lights Community College, see Northern consortium
Northwest Community College, see Northern consortium
Nursing programs, priorities 60; enrolment projections 83, 86; see also Health
Occupations, see Employment
Open Learning Agency 52-53, 55, 57
Part-time vs full-time, 25-26, 29-32
Planning Dept. priorities 68, 71
Population, in CNC region 11-15; & enrollment 16-39; & aging labour force 46
Prince George campus, description 2; map 10; see also general headings under Enrolment, Facilities, etc.
Printroom 66
Privatization of training, 56, 58
Program reviews 93
Pulp and paper industry 40
Purchasing 66
Quesnel campus, description 3; map 10; facilities 54, 57; priorities 76; enrolment projections 89
RAC's, enrolment projections 88
Real estate industry 41-42
Recreation programs, enrolment projections 83, 86
Regional campuses, see Nechako, Lakes District, Mackenzie, Quesnel
Regional District of Fraser-Fort George economic development strategy 43
Registration & Student Records 70-71
Research, Institutional 71
Resource Centres, facilities 54; priorities 55, 57, 72
School Districts, map 10; enrolments 16-17; transfer to post-secondary 17-23
Service industries 43-46
Sex, see Male; Female
Simon Fraser University, education program 61
Social Services, enrolment projections 84, 87; see also Human Service programs
Southam Literacy Report 37
Student Placement 70
Student Services, facilities 54; priorities 55, 57, 68-71
Sullivan report 7
Technical programs see Career/Tech; Technology
Technology programs, priorities 61; career paths chart 79; enrolment projections 84-87; see also Career/Tech.
Tourism, see Service industries
Trades, program goals 64-65; career paths chart 79; enrolment projections 84-85; see also Vocational/Appr. programs
Transportation industry 41
UNBC construction 42; programs 52-53; & CNC program priorities 59-63, 73-76; & library 72; & UT enrolment projections 81, 88; see also Northern consortium; Management Information Systems
University transfer, high school trends 17-19, 22; CNC headcounts 24; FTEs 31-32; transfer rates from college 33-34; degree granting options 55; program priorities 61-62; career paths chart 78; enrolment projections 81, 88-89
Valemount 9
Vanderhoof, see Nechako campus
Vocational/Appr. programs, headcounts 24; FTEs 31-32; occupational outcomes 35; program priorities 64-65; career paths chart 79; enrolment projections 82-89
Women, see Female
Yinka Dene, see Native

ERIC Clearinghouse for Junior Colleges
JUN 5 1992